

121429

Aspen
Systems
Corporation



121429

Reducing Youth Victimization

Submitted to
Department of Health and Human Services
Public Health Service
Centers for Disease Control
Center for Health Promotion and Education
Atlanta, Georgia 30333

121429

U.S. Department of Justice
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

Public Domain/NIJ/NCJRS
U.S. Dept. of Justice
to the National Criminal Justice Reference Service (NCJRS).

March 16, 1984

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

Prepared by the Staff of the National Institute of Justice/NCJRS

TABLE OF CONTENTS

	Page No.
INTRODUCTION	1
I. CHILD ABUSE	6
1. Statistics	6
2. Etiology	6
3. Empirical Findings	10
4. Theories/Hypotheses: Intervention/Prevention of Child Abuse	14
5. Legislation/Programs/Interventions/Evaluations	16
II. SEXUAL ABUSE	22
1. Statistics	22
2. Etiology	22
3. Empirical Findings	24
4. Theories/Hypotheses: Intervention/Prevention of Sexual Abuse	26
5. Legislation/Programs/Interventions/Evaluations	26
III. HOMICIDE	31
1. Statistics	31
2. Etiology/Findings	32
3. Theories/Hypotheses: Intervention/Prevention of Homicide	34
4. Legislation/Programs/Interventions/Evaluations	35
IV. ASSAULT	36
1. Statistics	36
2. Etiology	36
3. Empirical Findings	41
4. Theories/Hypotheses: Intervention/Prevention of Assault	42
5. Legislation/Programs/Interventions/Evaluations	43
BIBLIOGRAPHY	44
APPENDIX: <u>THEORETICAL PERSPECTIVES ON VIOLENCE - A SEARCH FOR</u> <u>ANTECEDENTS</u>	A-1

INTRODUCTION

Scope of Work

NCJRS was asked by the Centers for Disease Control (CDC) to examine the existing published literature in order to locate and identify programs directed toward primary prevention of violence against youth. The research focused on four main forms of victimization: child abuse, assault, rape, and homicide.

While the identification of programmatic information received the highest priority, CDC also suggested that NCJRS prepare a synthesis of the available research literature. The review would provide a basis for understanding the scope and causes of youth victimization and would furnish a resource tool for identifying programs having potentially ameliorative effects on youth victimization.

The Process

Based upon CDC's conception, we began our literature search and review, initially screening document holdings of the National Institute of Justice/NCJRS, an international information clearinghouse and repository for information relating to crime and criminal justice. Established in 1971, NCJRS holdings predominantly reflect the research, programmatic, and policy literature spanning the last 15 years. In addition to NCJRS, we also reviewed the literature of numerous other document data bases available through DIALOG including:

- Educational Resources Information Center 1966 -
- Exceptional Child Education Resources 1966 -
- Excerpta Medica 1974 -
- Comprehensive Dissertation Abstracts 1960 -
- Legal Resource Index 1980 -
- Magazine Index 1976 -
- Public Affairs Information Service 1976 -
- Social Scisearch 1972 -
- Sociological Abstracts 1963 -

Comprehensive search strategies, consisting of the manipulation of numerous index terms and key words in context, were developed and executed. Following a review by NCJRS staff, during which the most appropriate items were indicated, the complete output was sent to CDC for inspection. Search strategies were refined through telephone conversations with CDC and in response to their written comments on the initial search output. Subsequent search output was screened as before, but only those items selected as potentially relevant were sent to CDC for review.

In reviewing citations from the literature, NCJRS staff concentrated on the literature of the last 10 years, although older material was cited where appropriate. Within this effort, NCJRS staff focused first on programs specifically addressing the primary prevention of child abuse, youth assaults, youth rape, and youth murder, then with secondary prevention programs in the same four areas, and then with programs which might have some ameliorative effect on the more general causes of child abuse, assault, rape, or homicide.

Although our literature search efforts were initially directed toward reduction of youth victimization, we found the specific information on this topic to be limited. After consultation with CDC, we expanded the criteria to include programs aimed at teaching positive stress coping skills to children and youth who demonstrate general aggressive behaviors. Although we did not exhaust the vast literature on the nature and causes of aggression, we consulted many works that had particular relevance to the victimization of children.

Materials ordered and received by NCJRS were also evaluated for relevancy to the CDC Project. In addition, newsletters, press releases, and pending legislation were evaluated on a continuing basis, especially for program information. In one instance, galley proofs of a book not yet published were requested and received from Lexington Books, enabling project staff to incorporate the information into the final report.

Statistical Sources

Data regarding the incidence of violence done to and by children and youth were gathered from the following sources:

- Uniform Crime Reports, 1960 through 1982. U.S. Department of Justice, Federal Bureau of Investigation.
- National Crime Survey, 1973 through 1982, as reported in Criminal Victimization in the United States by the U.S. Department of Justice, Bureau of Justice Statistics.

These are the prime sources of U.S. criminal justice statistics. The former record data on number of arrests and the latter on number of offenses as reported by victims. The value and limitations of these data sources are discussed in some detail below to provide a general framework for understanding what is known and how it is known.

The FBI's annual Uniform Crime Reports (UCR) provide the most comprehensive picture of both the number of crimes reported to the police and the number of crimes cleared by arrest. Using data submitted by individual police departments, the UCR provides both raw estimates of total crime in the United States and crime rates calculated per 100,000 persons in the population. Besides giving data on the eight index offenses--murder, rape, robbery, aggravated assault, burglary, larceny, auto theft, and arson--the UCR presents information on crime rates that take into account such factors as sex, race, age (of the offender), geographic location, and population size. In addition, the FBI aggregates data on violent crime, including murder, forcible rape, robbery, and aggravated assault.

Efforts have been made by other Federal agencies to complement police reports of offenses, chiefly through surveys--victimization surveys of households and businesses to determine the rates and characteristics of victims of illegal acts, and self-report surveys of the general population to determine the proportions and characteristics of those who may have engaged in illegal acts. These surveys supply data on the characteristics of the victims as well as of the offenders.

The National Crime Survey, which describes victimization, is sponsored by the Bureau of Justice Statistics of the U.S. Department of Justice but is conducted by the U.S. Bureau of Census. The NCS is a multifaceted national probability survey of households; it regularly provides information regarding the nature and extent of common crime, its costs, characteristics of victims, and characteristics of criminal events. Only one category of NCS data was used in this report--that of illegal activity as reported by young victims--but it is supplemented with findings outside the NCS.

A further statistical resource, of particular value to researchers on the incidence of child abuse, is the Annual Statistical Report: National Analysis of Office of Child Neglect and Abuse Reporting, prepared by the American Humane Association.

Research and Findings

In general, the literature does not address primary prevention of assault, rape, or homicide specifically. Rather, we found more abstract, general preventive strategies for victimizations. On the level of actual operating programs, we found few, if any, that were directly aimed at the primary prevention of youth rape or youth murder except within the context of child abuse. Notably, however, there were programs promoting crime prevention, law-abiding behaviors, and the channeling of aggression into more positive activities. The research literature does reflect the current attention given to child abuse and sexual abuse, and

many programs dealing with the primary prevention of these forms of victimization are discussed in this report.

From our review of the literature, we have discovered that many of the issues surrounding the prevention of youth victimization and perpetration of violence are interrelated, and indeed possess common antecedents. If perpetration could be prevented, then there would obviously be less victimization.

Similarly, our review of the literature suggests that the common thread in the four offenses under study is aggressive, assaultive behavior. Each of the offenses is, to a varying degree, a form of assault. This, in turn, led us to infer that programs promoting the positive direction of aggression would result in positive, preventive effects in any of the four areas under study. To reduce victimization, therefore, requires an awareness of potential causes of aggressive behavior coupled with attempts at instilling more constructive and coping reactions to such behavior. Our research does, therefore, generally, review causes of aggressive behavior.

In the text of the paper, we broadly discuss social, psychological, and biological theories of aggression. Another common thread emerges in this context--that aggression often represents an adaptation to stress. Our research has further led to a discussion of the causes of stress and to the identification of programs designed to teach the individual positive means of coping with stress.

No doubt the best means of ameliorating youth victimization would be to have all youth grow up in a positive environment where parents serve as role models of appropriate behavior. Unfortunately, the family of the 1980's is not the extended family of 50 years ago. Nuclear families living far from the caring network of relatives and family friends find fewer sources of support in times of stress.

Although families may not always be able to impart positive coping strategies on their own, schools and public health services play an important role in providing an alternative means of acquiring or reinforcing positive coping skills through both in-school and out of school programs. For youth in positive environments, such programs appear to supplement and reinforce appropriate behaviors. For those in negative environments, the programs provide an alternative to reactions learned in negative or aggressive environments.

Composition of Paper

This paper is divided into four main sections, each dealing with one aspect of the research, either child abuse, sexual abuse, homicide, or assault. Within

each section we review the literature concerning youth as victims and as perpetrators, as appropriate. In examining youth as perpetrators of violence we perceived that the theory and research addressing etiology and findings are generally embedded in an extensive literature on delinquent and criminal behavior. A more global discussion of youth as "victimizers," in terms of theory, is discussed in the Appendix of this paper. Specific discussions on youth as perpetrators in the context of school-based violence or as a result of gang behavior, are found in respective sections on assault and homicide. Within each section we discuss available statistics, causes, theory, empirical findings, and relevant programs.

As previously mentioned, assaultive behavior represents a common element in each of the specific forms of violence committed against or by youth. Thus, certain common research and program elements are repeated in certain sections.

Additionally, since each section has been written to "stand alone," as requested by CDC, we have restated programs in successive sections as appropriate. For example, one program describing positive coping skills and law abiding behavior is considered appropriate for the assault, sexual abuse, and homicide sections and thus is described in each. For each program about which sufficient information was available, we provide the program name, location, population served, purpose, program type, and a brief description. Program evaluations are provided when they are available. They are incorporated in the program descriptions. Those cases for which we possessed program titles only are listed at the end of the appropriate section.

As previously discussed, we found considerable overlap in the literature; we discerned common elements between preventing perpetration and victimization, and among causes and theories of child abuse, sexual abuse, homicide, and assault. Thus the expression of common themes and restatement of theoretical perspectives in successive sections are apparent but necessary characteristics of this paper. A summary of theories regarding the underlying causes of violent behavior is presented in an appendix entitled "Theoretical Perspectives on Violence--A Search for Antecedents."

I. CHILD ABUSE

1. STATISTICS

Gathering data on the incidence of child abuse presents a number of problems. The first is that the data are gathered as long as 2 years before publication of the statistics. Second, estimates vary considerably as to the amount of violence occurring, particularly against youth. If family violence is considered to be a private matter, for instance, it may never be reported to the authorities. The discrepancy between reported and unreported crime may be quite high for some categories of crime (Fikentscher et al., 1978, and Biron and Leblanc, undated). Third, definitions of child abuse and procedures for reporting instances of abuse vary considerably from state to state. The lack of a standardized definition has an impact on incidence data because statistics reflect only the phenomena described. Moreover, if variations exist between method of reporting individual cases and family cases, further discrepancies will be introduced. According to the National Analysis of Child Neglect and Abuse Reporting of the American Humane Association, 420,216 individual cases of child abuse or neglect were officially reported by 37 jurisdictions in 1981 (American Humane Association, 1983). However, for reported families nationwide, as opposed to individual children, the 1981 figure is 850,980.

In one effort to estimate the actual incidence, Richard Gelles surveyed a random sample of households. Approximately 3.5% of the parents in his sample admitted that, during the year prior to the survey, they had acted in such a violent manner toward one of their children that the violence could have caused injury. When these figures are extrapolated, they indicate that, each year, between 1.4 and 1.9 million children are subjected to forms of violence that potentially could cause injury (Gelles, 1972). This figure may be an underestimate since the survey involved self-admission of violent acts and only intact families were interviewed. According to Linden Wheeler, President of the National Committee for Prevention of Child Abuse, in 1982 more than 1 million children in the United States were physically injured, neglected, or sexually or emotionally abused by their parents or guardians. At least 2,000 of those children died (National Committee for Prevention of Child Abuse, 1982). The data indicate that in 1981 male and female youth were at nearly equal risk for child abuse (American Humane Association, 1983).

2. ETIOLOGY

In this section a variety of the causes are described that have been identified in the literature as contributing to the victimization of children within the family setting. Our approach includes both a discussion of the acts them-

selves, from a multicausal perspective, as well as the "settings," or environmental attributes, most closely associated or correlated with the emergence of interpersonal violence at home.

The Family Cycle of Violence

There is growing support for the hypothesis that children raised in an environment where physical assault is a primary coping mechanism learn that behavior and later treat their own children the same way, thus extending the violence into the next generation.

When men and women become parents, two kinds of memories may be activated: the remembrance of what it was like to be children and the recollection of how their parents cared for them. Given this pattern, the literature suggests that parents tend to follow their own parents' style of childrearing. If one's youth was marked by abuse and neglect, then one is likely to repeat it. (Benedek, 1959).

"Children which have been abused and neglected provide the pool from which the next generation of neglecting, abusive parents are derived. We have repeatedly noted that nearly all those caretakers who maltreat their children give a history of similar treatment in their own earliest years....Exposure to excessive physical aggression and emotional deprivation in early life has an impact on psychic development so as to provide a matrix that can be modified by later experience into several varieties of antisocial and violent behavior. (Steele, 1976).

While the cycle of violence hypothesis has received widespread popular and scholarly attention, there has also been some criticism. Pagelow (1982) recently reviewed the literature concerning the cycle of violence hypothesis and found most of it anecdotal or methodologically weak. She cautioned against too broad an acceptance of the cycle of violence hypothesis, her research suggesting that males adopt violent behavior, after being abused or witnessing abuse, to a much greater extent than do females. As a consequence, the cycle of violence hypothesis may be more valid for men than for women.

Changing Family Patterns and Social Isolation

There have been great changes in the patterns of family organization, especially in the last 50 years. As a nation we have increased our mobility to the point that families are often geographically separated from parents, grandparents, uncles, aunts, and others who can serve as role models and sources of psychological support. This lack of extended family is thought to reduce the

passing on of traditional values, resulting in less effective parenting. The point of view receives support from studies described below of abusive and neglected parents who report alienation from their families and lack of close ties with family and friends who could provide support in times of stress.

Kempe and Helfer (1972), for example, note that the potential for abuse within the family appears to be related to the availability of emotional support within the marriage, extended family, and community. Whether or not parents are able to make use of such support is also crucial, according to the authors.

Many theories of abusive families also cite lack of roots or good relationships in the community, lack of support from the extended family, and social isolation as factors inhibiting the development of trust; this lack can prevent abusive parents from satisfying emotional needs (Kempe and Helfer, 1972). Most often social isolation has been defined operationally in terms of infrequency of social interchanges between nuclear family members and individuals or groups outside the family system. Social isolation reduces the likelihood that the parent will turn to others when feeling emotionally overwhelmed.

Garbarino (1977) suggested that isolation from environmental support systems is a necessary condition for child maltreatment. Polansky, Chalmers, et al. (1981) concluded that the social isolation of neglecting and abusive families from supporting networks, along with the parents' personality characteristics, accounts for a great deal of child neglect among poor families.

Environmental Stress

Gil, (1970) the leading exponent of the environmental stress model, views child abuse as a direct result of educational, occupational, economic, or social stress. According to Gil, there is a cultural license permitting the use of physical force in childrearing. Poverty generates stressful experiences that may become precipitating factors for child abuse. Such poverty-related factors as unemployment, overcrowded and run-down housing, and insufficient money, food, or recreation can provide the stressful context that fosters abuse (Pelton, 1981).

Boehm (1964) also found that the preponderance of families referred to authorities for neglect cases came from the lower socioeconomic strata of the community. Work by Giovannoni and Billingsley (1970), Kotelchuck (1977), Pelton (1981), Polansky, Hally, and Polansky (1975), Garbarino and Crouler (1978), and Gelles (1973) supports the view that poverty is a crucial factor in child abuse and maltreatment. Chronic unemployment and inability to provide adequate food, shelter, or clothing generate mounting frustration. Crowded living quarters aggravate the situation; tension builds and children become easy targets when

violence erupts. Gil concluded that child abuse occurs largely as a by-product of social and economic deprivation. Parents who abuse their children differ from those who do not primarily in the degree of social and economic resources available to them (Kent et al., 1983).

Inherent Psychological Characteristics

Advocates of the psychological approach to understanding child abuse criticize broad sociocultural explanations as not getting to the core of abuse etiology. According to this view, inherent psychological characteristics of individuals are of prime importance in the etiology of abuse (Spinetta and Rigler, 1972). Within a particular sociocultural context one must examine the differences within individual personality systems to understand why some parents abuse their children and some do not. Research from this perspective assumes that abusive parents may possess psychologically abnormal characteristics that are manifested in aggressive and abusive behavior (Steele and Pollock, 1968).

From this psychological perspective, abusing parents may feel continually and pervasively hostile and aggressive, their angry feelings often rooted in their early childhood experiences. Abusing parents may display rigidity, compulsiveness, lack of warmth, lack of reasonableness, and little flexibility in thinking and attitudes, exhibiting an inability to feel love and protectiveness toward their children (Merrill, 1962). Other abusing parents are characterized by strong feelings of passivity and dependence and often compete with their own children for the love and attention of their spouses (Smith, 1979-1980).

Related to the psychological approach, the social learning model emphasizes the failure of parents to acquire and develop the skills to function adequately (Steele and Pollock, 1968). Many parents lack social skills, are ignorant of child development, and gain little satisfaction from their parental roles. Child-rearing patterns encompass a set of attitudes in which children are expected to satisfy many of their parents' emotional needs. According to this point of view, child abusers have an intensive need to turn to their children for affection and, if they receive no gratification, respond with frustration and anger (Steele and Pollock, 1968).

Alcohol Abuse as a Catalyst

Many studies of nonstranger violence report a high association between violence among family members and alcohol (Gelles, 1972, and Delsordo, 1963). Alcohol is viewed as a triggering mechanism for releasing aggressive and violent behavior.

According to Gelles (1972), the high incidence of intrafamily violence in situations where alcohol is present may be linked to an important function of alcohol. Alcohol may serve as a vehicle for neutralizing or rationalizing inappropriate behavior displayed when a family member is abused. To sustain normal self-images, parents may use drunkenness to explain their behavior to others. Parents who drink may believe that alcohol causes their behavior to be "out of character." They shift the blame for violence from themselves to the alcohol (Gelles, 1972).

The consequences of chronic alcohol consumption are many. Alcohol is closely linked to other social problems (e.g., unemployment, poor health, isolation, rejection by friends, lowered self-esteem). Preoccupied with their own needs, alcoholics tend to neglect those of their spouses and children. Social and demographic characteristics associated with child abuse and neglect do not always stem from alcohol consumption, but when they do, there is an important indirect relationship between child abuse and neglect and constant intoxication. More research is needed to understand this relationship. Research must focus on indirect and multicausal relationships between social or economic conditions and on the role of alcohol in abuse and neglect.

Summary

In summary, the etiological factors associated with child abuse or violence against children within the family seem to revolve around several perspectives and points of view, each of which is related to one or more of the others. No factor in the etiology of child abuse--whether learned family violence, isolation from extended family supports, stresses produced by social and economic conditions, inherent psychological characteristics and lack of parental skills, or even alcohol--exists in isolation. This interrelationship is explored in greater depth in the comprehensive discussion of the antecedents of violence that appears appended to this report. Researchers are compelled to examine child abuse from each of these various areas in order to identify predisposing conditions or antecedent causes prior to formulating any conclusions regarding preventive measures or intervention strategies.

3. EMPIRICAL FINDINGS

Many of the research findings with respect to examining and identifying causes of child abuse are addressed in studies on violence in general and are referred to in the Appendix, which addresses the underlying biological and environmental factors that precipitate violence. They will not be reiterated in this section. The findings listed below refer to the various causes of child abuse listed in the previous section.

The Family Cycle of Violence

Three generations of families of abused children were studied by Silver, Dublin, and Lourie, who came to the general conclusion that "violence breeds violence." Their study found that a child who experiences violence has greater potential for later becoming a violent member of society. According to these researchers, the "cycle of violence" in the family must be interrupted in order to achieve any degree of prevention (Silver et al., 1969).

Straus, Gelles, and Steinmetz present additional evidence that violent behavior may be passed on from one generation to the next (Straus et al., 1980). Using a national probability sample of 2,143 families, their data suggest that children who grow up in an environment where parents resort to physical punishment and use physical force with one another have increased chances of becoming violent parents themselves.

An extensive literature characterizes the phenomenon of intergenerational violence. Numerous authors have observed and empirically examined the many factors associated with child rearing that appear to be linked with future violent behavior. The so-called "cycle of violence" is documented in studies of children experiencing loneliness (Spinetta and Rigler, 1972), physical punishment (Steele and Pollock, 1968), emotional abandonment (Reiner and Kaufman, 1959), witnessing spousal abuse (Steinmetz, 1971), and being the offspring of convicted criminals (Gayford, 1975). Additional variables correlated with the child rearing cycle of violence include sibling abuse (Simons et al., 1966), broken families (Gil 1970), single parent households (Young, 1964) and lack of extended family networks (Elmer and Gregg, 1967). Furthermore, Watts and Courtois (1981), who reviewed literature on the characteristics and treatment of abusive men--rapists, incest offenders, and wife beaters, suggest that prevention programs be developed to attack the roots of abuse and break the intergenerational cycle of violence.

In addition, certain studies of violence toward children have found a relationship between being the victim of violence as a child and then becoming criminally violent as an adult. Maurer (1982), for example, found in one survey of violent inmates at San Quentin prison in California that all the inmates surveyed reported experiencing extreme violence between the ages of 1 and 10.

While the cycle of violence hypothesis has received widespread popular and scholarly attention, there has also been some criticism. Pagelow (1982) recently reviewed the literature concerning the cycle of violence hypothesis and found most of it anecdotal or methodologically weak. She cautioned against too broad an acceptance of the cycle of violence hypothesis, her research suggesting that males adopt violent behavior, after being abused or witnessing abuse, to a much

greater extent than do females. As a consequence, the cycle of violence hypothesis may be more valid for men than for women.

Changing Family Patterns and Social Isolation

A study of 267 child deaths associated with abuse or neglect in Texas from 1975 to 1977 found that a substantial number of the families frequently changed residence (Anderson et al., 1983). Other researchers indicate that isolation from family, friends, and neighbors is characteristic of the abusive and neglectful family.

In a series of structured interviews with 41 abusive mothers and 59 non-abusive mothers, Rosalie Anderson, Robert Ambrusino, et al. (1983), examined the relationships between situational stress, strength of informal social networks, and maternal child abuse. On the average, abusing mothers reported significantly weaker, less supportive informal social networks than nonabusing mothers. Mothers living in highly stressful life situations who reported strong social networks were less likely to be abusive than mothers living in high-stress situations who reported weak social networks.

Environmental Stress

In a nationwide study of child abuse reports in 1967, Gil (1970) found that nearly 60% of the families involved in abuse incidents had been on welfare during the study; 37.2% of the families had been receiving public assistance at the time of the incident.

Boehm (1964) also found that the preponderance of families referred to authorities for neglect cases came from the lower socioeconomic strata of the community. Work by Giovannoni and Billingsley (1970), Kotelchuck (1977), Pelton (1981), Polansky, Hally, and Polansky (1975), Garbarino and Crouler (1978), and Gelles (1973) supports the view that poverty is a crucial factor in child abuse and maltreatment.

Alcohol Abuse as a Catalyst

Gelles found that drinking accompanied acts of aggression in 48% of the cases of family violence he studied (Gelles, 1972). Yet, interrelationships between alcoholism and poverty, family circumstances, and emotional and occupational problems have made it difficult to simply isolate alcoholism as a single factor responsible for child abuse and neglect. Even when evidence shows that parents in an abuse and neglect case are alcoholic, one cannot automatically assume a causal relationship, according to Gelles. Evidence for such a relation-

ship must be sought separately in each case. For example, Brandt Steele concluded from the abusive families he studied that the incidence of alcoholism among parents was as high as 40 to 50% (Steele, 1976). Parents whose functions are dulled by the overuse of alcohol, according to Steele, produce a typical picture of neglect. The use of alcohol, he found, can lead to severe distortion of mental functioning and lower the threshold for the release of violent behavior--including child abuse, homicide, and suicide.

While the contribution made by alcoholism and drug abuse to child victimization is not minimized, Steele cautions that in some study populations the incidence of alcohol abuse is no greater than 5 to 10%. In fact, child abuse may occur in families characterized by total abstinence because of religious beliefs, other convictions, or disciplinary practices.

Despite the caution suggested by Steele and others, numerous correlational studies have been undertaken to study the link between alcohol and violence. Delsordo lists alcoholism as a factor influencing child abuse, along with illegitimacy, misuse of income, bad housing conditions, and an overflow of frustrations (Delsordo, 1963). Alcohol is associated with a substantial percentage of abuse and neglect cases in an Indian population (Swanson, 1971).

In a study of 66 abusing families with a child fatality reported to the Central Registry of New York during 1968-1969, Kaplun and Reich (1976) concluded that the potential for child murder in abusive families might be identified by the pressure of several characteristics, including drug or alcohol abuse. Studying parents who had murdered their children, they found alcoholism evident in 29.7% of families on public welfare.

In a 1971 French study, Dr. R. Marinard found alcoholism in 65% of the parents of 32 children hospitalized following abuse (MacMurray, 1979). In the same study, parental alcoholism was found in 90 percent of all cases of child abuse reported in juvenile court.

Kent, Weisberg, et al. (1983) from the Children's Institute in Los Angeles performed a cluster analysis of 99 families with children who were court adjudicated and listed by the Los Angeles Juvenile Court as having suffered abuse. Alcohol or drug abuse was reported for 45% of the fathers and 39% of the mothers.

In interviews with 115 children of alcoholic parents, Margaret Cork found that many youngsters felt rejected by both the alcoholic parent and the non-alcoholic spouse (Cork, 1969).

Kempe, first to describe the "battered child syndrome," stated that alcohol is involved in approximately one-third of child abuse cases (Kempe and Helfer, 1972). He adds that alcohol can be related to the family problem that led to the abuse.

A link between the "fetal alcohol syndrome" and child abuse was suggested by Mayer and Black (1977) at the Seventh Annual Medical-Scientific Session of the National Council on Alcoholism Forum, in Washington, D.C., May 1976. The birth defects and deficiencies in growth said to occur in some children of women who drank during pregnancy may make the child more susceptible to abuse and neglect.

Hindman (1977) found, on the other hand, that the children of alcoholics suffer more often from neglect than from any other form of abuse. She attributes this to inconsistent and sporadic parenting caused by drinking and quarreling. Supporting this view, Mayer and Black, after studying the childrearing practices of alcoholic and drug addicted parents, found that neglect is the most common form of abuse suffered by children of alcoholics (Mayer and Black, 1977).

Summary

Findings described above tend to corroborate theories concerning the relationship of prior childhood experience of family violence, lack of family and community supports, poverty, and alcohol to the risk of child abuse. What researchers have suggested as an antidote, or as a means of preventing these causal situations, is discussed in the next section.

4. THEORIES/HYPOTHESES: INTERVENTION/PREVENTION OF CHILD ABUSE

This section serves as a summary of the preceding review of what is known, or at least assumed, about the causes of child abuse, carried a step further toward some positive suggestions as to how to prevent this form of violence against children and youth. Many of the conclusions have served as the rationale for the specific interventions described in the section that follows on prevention programs.

Particular theories and hypotheses relating to the causes of child abuse were discussed in subsection 2 on the etiology of child abuse and are not repeated here. For a more general discussion of theories and hypotheses regarding the underlying biological and environmental factors behind human violence, the reader should refer to the Appendix to our entire report, entitled "Theoretical Perspectives on Violence--A Search for Antecedents." An understanding of the multiplicity and interrelatedness of the factors behind violence in general is

seemingly necessary before one can design primary prevention programs to combat specific forms of violence against specific groups of people.

Insofar as appropriate, we have listed the theories regarding some fruitful prevention and intervention strategies in their order with respect to the causes and findings listed in subsections 2 and 3.

The Family Cycle of Violence

Numerous researchers are in agreement that the intergenerational cycle of violence in the family must be interrupted if any degree of prevention is to be achieved. Several--Silver et al. (1969), Straus, Gelles, and Steinmetz (1980), Watts and Courtois (1981), Marion (1982), and Maurer (1976)--allude to the dangers inherent when families use physical punishment to establish control over their children. By way of synthesis, these authors generally hold to the premise that family life educators should counteract societal acceptance of coercive discipline and try to break the cycle of violence by teaching positive alternative disciplinary strategies to future parents.

Direct intervention by social service agencies, parenting education programs, and counseling to help family members cope with stress are seen as some possible ways of attacking the problem of family dysfunction as it contributes to child abuse.

Changing Family Patterns and Social Isolation

Few suggestions have emerged on what can be done to mitigate the effects of increasing mobility of American families, accompanied by the absence of the normal supports of the extended family and informal social networks. However, some researchers have concluded that one positive move would be to strengthen the relationship among mothers undergoing stress so they could give each other mutual support and thus reduce pressures that might lead them to be abusive (Gaudin and Pollane, 1983).

Gil (1970) concluded that since poverty often creates the stress that leads to child abuse, educational efforts should focus on changing the cultural attitudes of the socioeconomically deprived so they will rely less on physical force as a response to the stress they are experiencing.

Inherent Psychological Characteristics

Many have concluded that it may be possible to prevent parental defects from arising by teaching child-rearing skills early and providing parents and parents-

to-be with a realistic view of both the gratifications and frustrations they can expect as they raise their children.

Alcohol Abuse As A Catalyst

Harowitz and Wolock, after studying the relationships between alcohol consumption and child abuse, recommended that intervention and the services of public child welfare agencies for dealing with alcoholism be directed toward ameliorating the consequences to the child rather than toward alleviating the alcohol problem (Pelton, 1981).

More research is needed to understand the potential relationship between child abuse and alcohol. Research must focus on indirect and multicausal relationships between social or economic conditions and on the role of alcohol in abuse and neglect.

Alcoholism treatment facilities must increase their awareness of the potential for child abuse and work to develop a similiar awareness among agencies dealing with abused children. Children's services need to be incorporated into the alcoholism treatment settings with an emphasis on family involvement in the treatment process. Social agencies that deal with child abuse and neglect should be educated to the need for comprehensive family services and treatment of alcoholism and alcohol abuse problems when they are detected in abusing parents. Finally, we need to continue to investigate the dynamics of the association between alcohol abuse and child abuse and neglect in order to develop effective and timely strategies for prevention, intervention, and rehabilitation.

5. LEGISLATION/PROGRAMS/INTERVENTIONS/EVALUATIONS

Legislation

The codification of mores into statutes is common in our society to control or correct social problems. By legally proscribing certain actions, the law, in effect, sets a standard regarding what is right and what is wrong in the interests of the majority. The "success" of legal interventions in terms of prevention is often less measurable than programmatic intervention strategies, which, for example, may be evaluated. On the other hand, the law has two major and unique characteristics regarding its role in preventing social ills. First, the enactment of a law implies a degree of societal consensus about the action to which it is addressed. Forbidding the act of willful homicide or requiring a license to operate a motor vehicle represent actions, defined under law and thus regulated by society, for which there is general agreement or acceptance.

Second, the law is underscored with the potential for imposing negative sanctions should violation occur.

The role of law in relation to prevention is linked to the concept of deterrence. Deterrence is characterized in two distinct ways. Specific deterrence refers to the inhibition of certain actions or behaviors as a direct result of a negative sanction. Thus, punishing law violators would result in their refraining from future or secondary law violations because of recognition that comparable punishment would follow. General deterrence refers also to refraining from law violation in relation to anticipated sanctions. However, the general deterrent effect comes as a result of potential law violators refraining from the illegal act because they recognize, by the example of others, the consequences attached to the act.

From the standpoint of primary prevention, the general deterrent effect of laws and sanctions is of most interest. The following section is a brief overview of some of the legislative initiatives consistent with the theme of primary prevention of violence against children. We have elected to focus upon statutory provisions that seek to accomplish prevention in a primary sense as specifically related to child victimization. Clearly, a much larger body of criminal law could be discussed should our emphasis be on the legal response to child victimization in terms of sanctions imposed after the fact. However, our justification for including a section on the law in this paper rests with its relevance to ensuring the protection of children and to preventing their victimization.

We have found that the two areas in which legislation plays the most significant role are child abuse and sexual exploitation of youth through child pornography.

Legislative Definitions of Child Abuse

In 1974, Public Law 93-247 was enacted by the Federal Government. Entitled the Child Abuse Prevention and Treatment Act, the law defined child abuse and neglect to mean... "the physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of 18, or the age specified by the child protection law of the State in question, by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby, as determined in accordance with regulations prescribed by the Secretary of Health and Human Services" (42 USCA Sec. 5101 et seq.). Parts of the previous definition were amended in 1978 to include "exploitation" and designated ages by the State statutes (Public Law 95-166, 1978).

The Federal Act also created the National Center on Child Abuse and Neglect (42 USCA Sec. 5101). In addition, 10 conditions were established by the Act precedent to a state's receiving Federal funds. Three of these include immunity for persons reporting child abuse; mechanisms for reporting suspected and known child abuse; and dissemination of information to the general public with respect to the problem of child abuse and neglect and to the facilities and the prevention and treatment methods available to combat instances of child abuse and neglect (42 USCA Sec. 5103).

At this time, practically all states have complied with the Federal requirements, thereby yielding numerous child abuse programs on the local level that were originally funded by the Federal Government. The fact that the Federal Act had a substantial effect on state child abuse legislation is undeniable. Typically, state definitions of child abuse are modeled after the Federal definition, such as: "... a threat to a child's health or welfare by physical or mental injury or impairment, sexual abuse or exploitation, deprivation of essential needs or lack of protection from these, by a person responsible for the child" (22 Maine Revised Statutes Annotated, Section 4001 et seq.).

Child Abuse Reports and Sanctions

Individuals are constitutionally guaranteed some measure of privacy and freedom from government intrusion (Griswold v. Connecticut, 381 v.s. 479, 1965). Other than religion, no other area is treated with such caution when considering government intervention than the family. At the same time, physical discipline is an acknowledged part of a parent's rights in determining how to raise children properly. Thus, the state and the parents walk a fine line between legitimate corporal punishment as discipline or as abuse, a factor which necessarily influences reporting and sanctioning, for the state will not intervene without a threat to the child's health or welfare.

Although many volunteer self-help groups have evolved to assist families by providing staffed hotlines that direct parents to the child abuse services they need, these groups do not account for the actual reporting of suspected cases of child abuse. To uncover cases of abuse that would otherwise go on unnoticed, statutory child abuse reporting requirements for professionals and private citizens have been adopted in all states.

The primary group of individuals required to report child abuse or suspected child abuse (to the police, health departments, etc.) are medical professionals. Initially, only doctors were required to make reports of suspected child abuse due to the likelihood of their seeing injured children. Later, these reporting requirements were expanded to include other health professionals such as chiro-

practitioners, dentists, podiatrists, nurses, and even pharmacists. The typical wording of a reporting statute is "(if one) ...knows or has reasonable cause to suspect that a child has been or is likely to be abused or neglected, he shall immediately report or cause a report to be made to the department" (22 MRSA Sec. 4011).

Others required to report suspected child abuse or neglect include teachers and school officials, homemakers, social service workers, psychologists, child care personnel, mental health professionals, and law enforcement officials. Reporting requirements also exist for hospitals and other types of institutions.

Child abuse is a crime that could involve a trial and prison sentence. In Montana, for instance, there is a fine of up to \$10,000 or 20 years in prison or both (Montana Code Annotated Sec. 45-5-622 through 625). However, planned intervention between children and parents is often more expedient and desirable in the long run than a full-blown criminal trial. The threshold of "beyond a reasonable doubt" required at child abuse criminal trials makes cases long, costly and, at times, not necessarily in the child's best interest. Intervention is usually a treatment plan developed following an investigation initiated by the original report and may be either voluntary or involuntary. When voluntary, the social worker and the parents agree to a plan that is monitored with progress reports. Upon completion of the plan, the social worker leaves the family environment. When parents do not cooperate with the social worker, an involuntary intervention plan is initiated by the court. This plan is more formal and requires a greater degree of supervision.

By law, most states require that suspected cases of child abuse be reported to the medical examiner for postmortem investigation. Medical examiners must accept the report for investigation and must report their findings to the police, the appropriate district attorney, the health department and, if the institution making the report is a hospital, the hospital.

Fear of being sued for libel, slander, defamation, invasion of privacy, and breach of confidentiality was an active deterrent to prompt reporting. To counteract these justified fears, legislation was passed granting immunity from liability for reporting suspected cases of child abuse. In Maine, for instance, the "immunity from liability" statutes grant a person participating in good faith in reporting immunity from any civil liability that might otherwise result from the reporting. This immunity is also extended to those taking X-rays or photographs. Finally, a rebuttable presumption of good faith is extended to those involved in a proceeding regarding immunity from liability (22 MRSA Sec. 4014)

Because child abuse and neglect usually occur in closed places without witnesses outside the family, a time-honored tradition of privileged communications between parents, doctors, and lawyers, is removed in order to facilitate protection of abused children, as illustrated by Maine legislation (22 MRSA Sec. 4015). Although the abrogation of privileged communications between spouses does infringe upon some fundamental rights, lawmakers saw fit to make this intrusion in the interest of protecting children.

Legal Representation

Statutes and cases requiring representation (counsel) in child abuse cases exist not only for the child (42 USCA Sec. 5103), but for the parents and protective agency as well (In re B, 285 N.E. 2d 288, 1972).

Because of the conflicting interests of parents and children in child protection cases, the U.S. Congress required that states provide a guardian ad litem, usually an attorney, to represent the interests of abused and neglected children in judicial proceedings (In Re B, 1972).

Some states mandate counsel for parents while others do not specifically require representation when it is a criminal proceeding.

Social workers (protection agencies) need adequate representation not only in court, but also in pretrial investigation, case preparation, petition drafting, courtroom presentation, and legal argument. Some states have statutes requiring an attorney to assist the petitioner in child protective proceedings. (See, for example, Rhode Island General Laws Annotated, Sec. 40-11-14.) Often, this service is provided by the local district attorney. Child protection agencies are concerned both with the children's rights and best interests and with the agency's liability in case of familial abuse after the child's release.

Central Registry Statutes

Typically, central registers have been established through legislation. (See, for example, Florida Statutes Annotated, Sec. 827.07(13).) Central registers record child protection cases in order to improve case diagnosis (monitoring and statistics). Ideally, central registers help ensure that investigations are performed properly and that services are provided. One important task a properly operated central register can perform is encouraging the reporting of suspected child abuse and neglect by providing a focus for public and professional educational campaigns.

Public and Professional Education Legislation

In an effort to mount and sustain high-quality child abuse prevention educational and training programs, states have enacted legislation requiring such programs (see, for example, Florida Statutes Annotated sec. 827.07(12)). Even in those states that do not have specific legislation, the Federal Act requires that "in order for a State to qualify for financial assistance ... (it must) provide for dissemination of information to the general public with respect to the problem of child abuse and neglect and the facilities and prevention and treatment methods available to combat instances of child abuse and neglect.... (42 USCA Sec. 5103).

Programs

The programs described or listed in the following pages have as their primary focus the prevention of child abuse in the family setting. Some programs try to help the potential abusing parents cope with stressful situations non-violently. Others seek to identify at-risk children so they can be protected. a variety of approaches are being tried--from self-help such as Parents Anonymous to parenting classes and preventive counseling of adults who were abused as children.

ABUSED CHILD PROJECT

Indianapolis, Indiana

TARGET POPULATION: Child abuse/neglect victims.

PURPOSE: Aid in child abuse litigation.

TYPE OF PROGRAM: Child abuse intervention program.

ADVANCE PARENT-CHILD EDUCATION PROGRAM

132 Torres

San Antonio, Texas 78237

TARGET POPULATION: AFDC recipients and other low-income parents with children
under 3 years of age.

PURPOSE: Teach parenting skills.

TYPE OF PROGRAM: Primary child abuse prevention program.

DESCRIPTION:

Classroom discussion on child development; videotaping and critiquing of parent
interaction with child; toymaking; child care center; home visiting.

ARMY CHILD ADVOCACY PROGRAM

At military installations with 2,000 or more dependents of assigned military personnel.

TARGET POPULATION: Army personnel and their dependents.

PURPOSE: Child advocacy and child abuse and neglect prevention.

TYPE OF PROGRAM: Educational and preventive; components vary among installations.

DESCRIPTION:

Child advocacy, as well as child abuse and neglect education and prevention services offered.

AT RISK PARENT-CHILD PROGRAM

Hillcrest Medical Center

Tulsa, Oklahoma

TARGET POPULATION: Parents and preschool children at risk.

PURPOSE: To provide medical care for the children and treatment of the parents.

TYPE OF PROGRAM: Team treatment, counseling, education

DESCRIPTION:

This program identifies children who are at risk of parental abuse and then offers team treatment and counseling to provide for the physical well-being of the child and give parenting skills to the parents. Caseworkers monitor the family environment to identify areas of family stress and to evaluate the level of safety of the child in the home. Referral to other agencies is provided as needed.

The At Risk program uses a team approach involving a pediatrician, a public health nurse coordinator, a social worker, a pediatric mental health nurse, and a dietician. The team uses some of the following criteria to assess whether or not a child may be at risk:

- Infants with congenital defects or severe medical problems, feeding problem, or diagnosis of failure to thrive.

- Families with a past history of abusing children or poor child growth.
- Mothers in their early teens.
- Suspected parental use of drugs.

Families meeting any of these criteria are considered at risk of being abusive.

CARING CONNECTION

St. Luke's Hospital

Racine, Wisconsin

TARGET POPULATION: Teenaged inexperienced parents.

PURPOSE: To give positive parental attitudes before the child is born.

TYPE OF PROGRAM: Coaching.

DESCRIPTION:

This is a prenatal attachment demonstration project for teenaged first-time parents. The project was designed in 1980 to demonstrate how prenatal preparation and support affect the birth experience of the parents and their attitudes toward child rearing. The program recognizes that young parents constitute a high-risk group requiring special assistance. The project is staffed by trained volunteers who coach young mothers and fathers during the last trimester of pregnancy and for a month or two after birth.

CHILD ABUSE INTERVENTION -- PRESCRIPTIVE PACKAGE

International Association of Chiefs of Police

Gaithersburg, Maryland 20878

TARGET POPULATION: Administrators responsible for implementing child abuse programs.

PURPOSE: Provide guide for implementing child abuse programs.

TYPE OF PROGRAM: Child abuse program guidelines.

DESCRIPTION:

This package outlines guidelines for implementing a full-service, community-based child abuse program which uses hospital and public health professionals for initial intervention. The package also defines the roles of law enforcement, social services and medical agencies in the identification, intervention, and prevention of child abuse.

CHILD ABUSE PREVENTION SERVICES (CAPS) OF

UNITED DAY CARE SERVICES, INC.

1200 Arlington Street

Greensboro, North Carolina 27406

TARGET POPULATION: Families under stress.

PURPOSE: Prevent child abuse and neglect.

TYPE OF PROGRAM: Primary child abuse prevention program.

DESCRIPTION:

Helpline, Parents Anonymous, drop-in child care, parent education classes, parent support group, speakers bureau, mother-infant classes.

CHILD DEVELOPMENT AND PARENTING PROGRAM (CDP)

Crittenton Friends, Inc.

Palo Alto, California

TARGET POPULATION: Single women who are pregnant or have preschool children, and have social or psychological stresses that have been associated with child abuse.

PURPOSE: Provide education in child development and parenting skills in order to prevent future child abuse and neglect.

TYPE OF PROGRAM: Primary prevention program.

DESCRIPTION:

This program provides weekly group meetings in which staff and volunteers provide a group support system to cut stress among clients, as well as facilitate maternal-infant bonding, creation of a family atmosphere, and utilization of multiple community resources.

A CHILD IN OUR MIDST: A STUDY COURSE ON KEEPING CHILDREN SAFE FROM ABUSE.

Salvation Army

Education for Parenthood

120 West 14th Street

New York, New York 10011

TARGET POPULATION: Community groups.

PURPOSE: Develop awareness of child abuse symptoms and promote its prevention.

TYPE OF PROGRAM: Community awareness curriculum for child abuse.

DESCRIPTION:

This program curriculum is aimed at helping community groups recognize the symptoms of child abuse and help set strategies for preventing such abuse. Six forms of child abuse are cited: physical abuse, physical neglect, emotional abuse, emotional deprivation, verbal assault, and sexual assault.

CHILDREN AT RISK PROGRAM

Dartmouth Medical School

Hanover, New Hampshire 03755

TARGET POPULATION: At-risk families and professionals who serve them.

PURPOSE: Prevent child abuse.

TYPE OF PROGRAM: Education and counseling.

DESCRIPTION:

Study groups, parent aides, workshops, Parents Anonymous.

CHILDREN'S TRUST FUNDS

Established by the States of Kansas, Washington, Iowa, Virginia, Michigan, and California

TARGET POPULATION: Participants eligible for state-funded child abuse prevention programs.

PURPOSE: To fund state-supported child abuse prevention programs.

TYPE OF PROGRAM: State funding source for programs.

DESCRIPTION:

Child trust funds provide innovative state funding solutions for abuse prevention programs. States use different surcharges to build their funds. The funds are overseen by advisory committees and administered by state agencies. For information regarding the Children's Trust Fund concept, contact:

Thomas L. Buch

American Public Welfare Association

Suite 300

1125 15th Street NW.

Washington, DC 20005

(202) 293-7550

THE COMMUNITY TEAM CASE MANAGEMENT AND PREVENTION

National Center on Child Abuse and Neglect

Washington DC - Office of Child Development

Washington, DC

TARGET POPULATION: High-risk families.

PURPOSE: Identify and prevent instances of abuse and neglect.

TYPE OF PROGRAM: Community team project using various management techniques.

DESCRIPTION:

- Central registers and hot lines.
- Therapeutic intervention for parent.
- Public information campaign.
- Program and case coordination.
- Primary prevention strategies.

DEPARTMENT OF PROTECTIVE SERVICES

Montgomery County, Maryland

TARGET POPULATION: School personnel.

PURPOSE: To train school authorities on procedures for identifying and reporting cases of child abuse or neglect.

TYPE OF PROGRAM: Training, community education.

DESCRIPTION:

The county Department of Protective Services trains school personnel to identify cases of child abuse and neglect and teaches them the policies and procedures for reporting child abuse and neglect. There is a curriculum for students in the schools as well, but this aspect is optional.

The project was originally a federally funded program called Project Protection. Since its termination as a Federal program, the project has continued under county auspices. Montgomery County has been a forerunner in legislation on child abuse and neglect and has been instrumental in mandating State legislation on the issue.

Principals throughout the State of Maryland are required to explain policy and procedures on child abuse and neglect to their staff each school year. The State has put into law the requirements that every citizen report suspected cases of child abuse.

An infant referral program has also been initiated by the county, targeted to infants under age 2 that are suspected to be high-risk children. Under this voluntary program, parents are seen weekly by public health nurses who offer parent education, stress management, parent modeling, and other resources.

DOMESTIC VIOLENCE PROGRAM

NYS Department of Social Services

40 North Pearl Street

Albany, New York 12243

TARGET POPULATION: Victims of domestic violence.

PURPOSE: Determine scope of problem, develop community awareness regarding the needs of domestic violence victims, and insure responsible delivery of services to victims of domestic violence.

TYPE OF PROGRAM: State oversight of domestic violence services.

DESCRIPTION:

The focus of this program is to forestall dissolution where families can remain together, and help violent families change their behavior. Program services include shelter, community support, counseling, and advocacy services.

EFFECTIVE PARENTING INFORMATION FOR CHILDREN (EPIC)

State University College at Buffalo

Buffalo, New York

TARGET POPULATION: Pre-kindergarten through grade 12 children and their parents.

PURPOSE: To help children become responsible adults and parents.

TYPE OF PROGRAM: In-school education, parent workshops.

DESCRIPTION:

EPIC is a system for reaching into the home, the school, and the community to prepare children to be responsible adults. Begun in 1981, it is a program of primary prevention not only for child abuse and neglect but for the prevention of teenage pregnancies, juvenile crime, and drug and alcohol abuse.

School. Activities through grade 6 help children improve self-concept and self-esteem, develop responsible behavior through rules, rights, and responsibilities, and strengthen problem-solving, communication, and decisionmaking skills. This phase of the curriculum is being implemented in 50 Buffalo elementary schools by teachers who have participated in special training courses. The curriculum for grades 7-12, ready for piloting and implementation, will address preparation for beginning a health family, understanding of potential prevention of birth defects, and need for good prenatal care. It includes courses on child development and family dynamics.

Home. Day and evening parent workshops offer information about parenting concerns, an opportunity for parent-to-parent exchange of ideas, and a way to forge stronger links between the home, school, and community. Topic areas for workshops have included parenting styles, communication, behavior management, and coping.

Community. The community assists with human and financial resources that help underwrite the program.

EPIC's ultimate goal is to create a home/school/community model that can be replicated in any community in the country. The "EPIC package" includes a procedures manual and curriculum materials

EMERGENCY CHILD CARE PROGRAM OF FAMILY HOSPITAL

Milwaukee, Wisconsin

Contact: Wisconsin Tri-County Community Based Crisis Support System

906 Williamson Street

Madison, Wisconsin 53703

TARGET POPULATION: Children from 3 months to 7 years of age.

PURPOSE: Prevention of child abuse and neglect.

TYPE OF PROGRAM: Primary prevention.

DESCRIPTION:

Components of the program include crisis care, respite care, educational activities, short-term counseling, and referral.

THE EMERGENCY INTERVENTION SERVICE OF
COORDINATED CHILD CARE, INC.

Milwaukee, Wisconsin

Contact: Wisconsin Tri-County Community Based Crisis Support System

906 Williamson Street

Madison, Wisconsin 53703

TARGET POPULATION: Children from birth to 12 years.

PURPOSE: Prevention of child abuse and neglect.

TYPE OF PROGRAM: Prevention and treatment of child abuse.

FACES (FORMERLY ABUSED CHILDREN EMERGING IN SOCIETY)

Manchester Memorial Hospital

Manchester, Connecticut

TARGET POPULATION: Young adults who were abused as children.

PURPOSE: To help these young people deal with the current consequences of having abused backgrounds so that they will in turn not become abusers.

TYPE OF PROGRAM: Group counseling.

DESCRIPTION:

The program deals with the consequences of childhood maltreatment in the young adult. Like Parents Anonymous, FACES serves as a positive, nurturing surrogate family. The group meets weekly in a living room setting at Manchester Community College. Two volunteer facilitators help members deal with current personal issues and understand present impulses in relation to their past abuse.

With the increasing awareness of the effects of child abuse on emotional development, many programs have been developed to meet the needs of parents and children. One segment of the child abuse cycle concerns the young adult who is in a state of transition between being the child abuse victim and the potential abuser. This is the group with which FACES is most concerned, working to develop positive self-concepts and abort the cycle of violence.

FAMILY ADVOCACY AND THE PARENT EDUCATION PROGRAM

Children's Hospital Medical Center

Boston, Massachusetts

TARGET POPULATION: Families considered high-risk for child abuse.

PURPOSE: Help high-risk families deal productively with stressful situations and develop supportive, positive parent-child relationships.

TYPE OF PROGRAM: Sociological and psychological counseling.

FAMILY DEVELOPMENT STUDY

Children's Hospital Medical Center

Boston, Massachusetts

TARGET POPULATION: At-risk mothers with one or two children.

PURPOSE: Prevent child abuse and neglect in high-risk families.

TYPE OF PROGRAM: Education, group support, and counseling.

DESCRIPTION:

The program provides group sessions that offer help in household management techniques, budgeting, and time management. Paraprofessionals make phone contacts and home visits.

FAMILY RESOURCE CENTER

1170 DeKalb Pike

Bridgeport, Pennsylvania 19405

TARGET POPULATION: At-risk adolescents and families, teenage mothers, and professionals who deal with child abuse situations.

PURPOSE: Prevent child abuse by strengthening family relationships.

TYPE OF PROGRAM: Counseling and group therapy.

DESCRIPTION:

The following services are provided: family therapy, individual therapy, parent education, crisis intervention, self-help therapy, training workshops for professionals, community outreach, and referral.

FAMILY RESOURCE CENTER

St. Louis, Missouri

TARGET POPULATION: Abusive/neglectful families.

PURPOSE: Curb abusive and neglectful behaviors of program families.

TYPE OF PROGRAM: Child abuse and neglect intervention program.

DESCRIPTION:

This educational and therapeutic program, using a family treatment approach to child abuse, provides intake, behavior management counseling, recreation therapy, supportive services, and diagnostic remedial and behavior management classrooms.

FAMILY STRESS CONSULTATION TEAM

Illinois Department of Children and Family Services

Springfield, Illinois

TARGET POPULATION: Providers of child abuse and neglect services.

PURPOSE: Improve child abuse and neglect services.

TYPE OF PROGRAM: Consultation.

DESCRIPTION:

This community-based volunteer consultation group used by the Illinois Department of Children and Family Services provides multidisciplinary consultation for the purpose of offering a coordinated evaluation and comprehensive plan for management in selected abuse and neglect cases. Team services are aimed at protecting the child and the child's caretakers, stabilizing the home environment whenever possible. Team consultation services are provided by community professionals who serve on rotation at weekly consultation sessions.

GROUP WORK MODEL TO REACH ISOLATED MOTHERS

Crittenton Hastings House

Florence Crittenton Diversion of the Child Welfare League of America

Boston, Massachusetts

TARGET POPULATION: Low income, unmarried mothers not receiving social services.

PURPOSE: Provide discussion groups and develop interpersonal skills among project mothers, to aid in preventing child abuse.

TYPE OF PROGRAM: Child abuse prevention project.

DESCRIPTION:

The program provides peer support and stimulation through peer discussion groups to isolated mothers. The program also works at developing interpersonal skills in order to help participants fulfill parental and social roles more satisfactorily, and to prevent possible situations of child abuse.

HANA LIKE HOME VISITOR PROJECT

Family Service Services Center

2307 Kalihi Street

Honolulu, Hawaii 96819

TARGET POPULATION: Expectant parents and high-risk parents with infants under 6 weeks.

PURPOSE: Prevent child abuse by reducing family stress.

TYPE OF PROGRAM: Individual and group counseling.

DESCRIPTION:

Program services include home visits, crisis support, mother-infant interaction groups, health education, parent education, social and recreational activities, and referral.

HOUSTON PARENT-CHILD DEVELOPMENT CENTER (PCDC) PROGRAM

Houston, Texas

TARGET POPULATION: Low-income Mexican-American children aged 1-3 and their parents.

PURPOSE: Primary prevention of behavior problems in young children.

TYPE OF PROGRAM: Head Start-type program focused on child development.

DESCRIPTION:

PCDC started as an alternative to Head Start, with similar objectives of developing school-level cognitive and social skills in order to prevent behavioral problems in young children. The program has two steps:

1. One-year-old children and their mothers are visited biweekly with the visits aimed at sensitizing the mother to the child's development level and emotional states. Other services include several weekend sessions for the entire family, English language classes for mothers, medical exams for the children, and community resource networking.
2. Two-year-old children and their mothers participate in Center activities 4 days a week, dealing with home management and child care issues. Community services and language classes continue.

The program was evaluated as an effective primary prevention approach to behavioral problems and to the enhancement of the children's cognitive skills.

LEARNING ABOUT FAMILIES

The Salvation Army

120 West 14th Street

New York, New York 10011

TARGET POPULATION: 15-18 year olds (originally for use in Salvation Army Overnight Camps).

PURPOSE: Prepare teenagers for parenthood or for child care careers.

TYPE OF PROGRAM: Primary prevention awareness curriculum.

DESCRIPTION:

This 12-unit program outlines a course in parenthood education for teenagers, covering the topics of self-awareness, self-concept, marriage, prenatal influences, early childhood, parent role, parenthood myths, accident prevention in child care, child abuse, and family economics.

LIGHTHOUSE, INC.

Catonsville, Maryland

TARGET POPULATION: Professionals (social workers, school counselors) involved with children.

PURPOSE: To recognize and treat child abuse.

TYPE OF PROGRAM: Information center.

DESCRIPTION:

This private, nonprofit organization carries on an "Information Education Project" that disseminates information packets to social workers, school counselors, and other professionals who work with children. These packets contain information on how to recognize possible child abuse victims and what to do about it. Workshops are also held on the subject.

MATERNAL AND CHILD HEALTH BLOCK GRANT, TITLE V

Administered by U.S. Public Health Service

TARGET POPULATION: Impoverished and underserved mothers and children.

PURPOSE: Promote, develop, and deliver a range of health services to eligible mothers and children.

TYPE OF PROGRAM: Federal health block grant to states.

DESCRIPTION:

States spend Title V funds through the same health providers that furnish the bulk of all health services to disadvantaged mothers and children, including both Medicaid recipients and the uninsured. Those providers include city, county, and state-run clinics, as well as university medical centers and public hospitals. Title V providers also frequently offer related public health services, such as the Special Supplemental Food Programs for Women, Infants, and Children (WIC), Family Planning, and The Early and Periodic Screening, Diagnosis, and Treatment Program (EPSDT).

MOTHER-CHILD INTERACTION GROUP

Infant Care Center

Child Development Center

Jewish Board of Family and Children's Services

New York, New York

TARGET POPULATION: High-risk children under 3 and their mothers.

PURPOSE: Prevent developmental, social, or emotional problems.

TYPE OF PROGRAM: Primary prevention.

DESCRIPTION:

This program provides therapeutic day care services for high-risk children under 3 years and mental health services for families of these children. Individual and group treatment is provided for families with children at risk who are not in day care.

NATIONAL CENTER FOR PREVENTION AND TREATMENT
OF CHILD ABUSE AND NEGLECT

Denver, Colorado

TARGET POPULATION: Children from birth to 5 years who are at risk for child
abuse and neglect.

PURPOSE: Protect at-risk children from abuse.

TYPE OF PROGRAM: Protective services.

DESCRIPTION:

The program maintains a crisis nursery for at-risk children.

NEW PARENT SUPPORT NETWORK

Family Counseling Services

1432 Orchard Street No. 21

Eugene, Oregon 97403

TARGET POPULATION: New parents and the general public.

PURPOSE: Prevent child abuse and neglect.

TYPE OF PROGRAM: Community education and group support.

DESCRIPTION:

The following services are provided: neighborhood support group, telephone support, group therapy, parenting education, and child development education through videotapes.

OPERATION REACH

Wyoming Department of Health and Social Services
Cheyenne, Wyoming

TARGET POPULATION: General public.

PURPOSE: Assist community in drafting and implementing a child abuse/
neglect prevention program.

TYPE OF PROGRAM: Primary prevention, child abuse and neglect.

DESCRIPTION:

This program provides a community organizer in communities for 2 months to mobilize the community and help residents draft and implement a child abuse/neglect prevention program.

PACIFIC NORTHWEST PLATEAU TRIBE GROUP HOME

TARGET POPULATION: Pacific Northwest Indian Tribe children aged 1-18.

PURPOSE: Provide out-of-home services to Indian children within the tribe.

TYPE OF PROGRAM: Residential services for children and outreach services for parents.

DESCRIPTION:

This group home provides short-term shelter care, long-term placement, counseling, and minor medical treatment for Indian children, as well as outreach family counseling beyond the residential component. Reasons for placement include excessive drinking by parents, juvenile delinquency, and behavioral difficulties. Outreach services are provided to help parents with their problems and keep them involved with the children.

PARENT AIDES IN CHILD PROTECTIVE SERVICES

Resource Center on Child Abuse and Neglect

2609 University, SWB 314

Austin, Texas 78712

TARGET POPULATION: Child protective service management workers.

PURPOSE: Develop management system skills to maintain programs for abused/neglected children and their families.

TYPE OF PROGRAM: Instructions module.

DESCRIPTION:

Module papkage consisting of four program activities:

- What agency will provide for volunteers.
- Guidelines for volunteer case assignments.
- Plan for supervising volunteers.
- Outlining of volunteer support system.

THE PARENTAL STRESS CENTER, INC.

Pittsburgh, Pennsylvania

TARGET POPULATION: Abused and high-risk infants, toddlers, and their families

PURPOSE: To prevent child abuse and support professionals dealing with child abuse situations.

TYPE OF PROGRAM: Therapeutic day programs, parent training, individual treatment, parental hotline, case consultation regarding incidents of child abuse.

DESCRIPTION:

The Center provides comprehensive services for abused, neglected, or high-risk infants, toddlers, and their families. Participation in direct service programs may be by referral from the county youth services department or by order of the juvenile court. These programs include Families and Children Together (FACT) and Begin Again. The FACT program help families whose children are at risk but have not been removed from the home by providing therapeutic day programs where a creative learning environment is established. FACT staff demonstrate effective ways of caring for infants and toddlers which can be transferred to the home setting.

A second direct service program, Begin Again, is a parent training program for natural parents whose infants and toddlers are in foster care, and for the foster parents of these children. For the former, Begin Again increases parenting

skills; for the latter, FACT provides information on the special needs of these children.

Bright Beginnings is a new, innovative program for at-risk families that provides a "warmline"--free telephone consultation staffed by professional volunteers with child development knowledge and family relations skills. All county area parents may use this service.

The Suspected Child Abuse and Neglect (SCAN) program is a means of interdisciplinary case consultation regarding incidents of child abuse, neglect, or situations of high risk. A series of public SCAN meetings is used as an opportunity to provide at large information regarding child abuse to the community,

The work of the Parental Stress Center has received a great deal of public support and is underwritten by many Pittsburgh businesses and voluntary organizations.

PARENTAL STRESS SERVICE

P.O. Box 9266

Berkeley, California 94709

TARGET POPULATION: Families at-risk for child abuse and the general public.

PURPOSE: Prevent child abuse in at-risk families and educate the public.

TYPE OF PROGRAM: Crisis counseling and treatment.

DESCRIPTION:

The following services are provided: hotline, speakers bureau, home visiting, parent groups, emergency respite care, drop-in child care, and referral.

PARENTAL STRESS TELEPHONE COUNSELING SERVICE

Parent's and Children's Services

Boston, Massachusetts

TARGET POPULATION: Parents requiring assistance during crisis situations with their children.

PURPOSE: Prevent child abuse and neglect.

TYPE OF PROGRAM: Crisis intervention program for parents.

DESCRIPTION:

This statewide, toll-free, 24-hour, 7-days-a-week telephone counseling service offers an immediate response to parents who need counseling during crisis with their children. In addition, appropriate referral services are found for parents who request and are ready to use them.

THE PARENTING PROGRAM FOR THE PREVENTION OF CHILD ABUSE

Department of Psychiatry

Cleveland Metropolitan General Hospital

Cleveland, Ohio

TARGET POPULATION: Parents with high child abuse potential.

PURPOSE: Curb behaviors/attitudes reflecting child abuse potential.

TYPE OF PROGRAM: Child abuse and neglect prevention program.

DESCRIPTION:

Parents identified in need of the services receive one to four home visits per week by trained psychology assistants to upgrade home environments and to prevent child abuse of children up to 6 years old. The program focuses on:

- psychological support of parents.
- obtaining of necessary social services.
- resolution of inner conflicts which contribute to the danger of child abuse.
- parent education in the area of parenting skills.

Services include clinical evaluation and use of the Minnesota Multi-Personality Inventory individualized treatment plans and agreed upon treatment goals.

PARENT LINKING PROJECT

A Support Program for Single Teenage Parents
New Jersey Chapter of the National Committee
for Prevention of Child Abuse
Newark, New Jersey

TARGET POPULATION: Single teenage parents, primarily minority urban.

PURPOSE: Provide parenting skills.

TYPE OF PROGRAM: Counseling, newsletter, referral.

DESCRIPTION:

The goal of this project is to help new young parents provide for the physical and emotional well-being of their children. Specifically, the support interventions are designed to prevent child abuse and neglect. The project was begun in 1980 to serve an urban population consisting primarily of teenage minority single parents. The program includes personal contact by a professional health educator, dissemination of a monthly newsletter, and services of a trained volunteer who listens supportively and is knowledgeable about child development and community social services.

Preliminary evaluations indicate the project has been successful in promoting good parenting skills and preventing incidents of child abuse and neglect.

THE PARENT PLACE

1608 NE 150 Street

Seattle, Washington 98155

TARGET POPULATION: Parents and children.

PURPOSE: Improve communication skills of parents.

TYPE OF PROGRAM: Primary prevention.

DESCRIPTION:

The program provides the following services: drop-in center, education in parenting skills, support groups, therapy, 13-hour telephone line, and off-site seminars.

PARENTS ANONYMOUS

National Program (1,500 chapters)

TARGET POPULATION: Abusing parents.

PURPOSE: To prevent recurrence of abusing behavior.

TYPE OF PROGRAM: Self-help.

DESCRIPTION:

Parents Anonymous is the largest national self-help organization for parents who define themselves as abusive to their children. Parents Anonymous was founded in 1970 by an abusive mother who was frustrated by the lack of treatment resources available to parents with a child abuse problem. People come to Parents Anonymous on their own or are referred by the courts, police, child protective agencies, or by relatives and friends. Groups meet once a week to help parents deal more effectively with their stressful situations. The self-help approach gives parents with child abuse problems an opportunity to share their feelings with others experiencing similar problems. The group leader is a person who was abused or has abused. The assurance of anonymity allows the parents to express their feelings and discuss their behavior without risk.

An evaluation of the program in 1975-1976 found that the it is highly rated by its members. The reported frequency of verbal and physical abuse decreased significantly among members right after joining and continued to decline thereafter. Members reported increases in self-esteem, social contacts, knowledge of child development, and the ability to deal with stress--all considered important factors in preventing child abuse.

PARENTS AND CHILDREN TOGETHER (PACT)

Northern Alabama Chapter for the National Committee for
Prevention of Child Abuse
Decatur, Alabama

TARGET POPULATION: Middle-school students and adult parents

PURPOSE: To discourage teenage pregnancy and parenthood and to provide
parenting education to adults.

TYPE OF PROGRAM: In-school course for children and evening courses for parents

DESCRIPTION:

PACT publishes three courses to promote responsible parenthood. The first, "Little Kids Bug Me," is designed for students in middle school. The course seeks to discourage teenage pregnancy and parenthood, gives information on various stages of child development, teaches basic parenting skills, and seeks to provide methods of handling anger, stress, and frustration. The course has been used extensively in school systems throughout the 12 counties of Northern Alabama.

The other two courses, "Parenting" and "Prenatal and Continuing Child Care," are used in 6-session courses for parents of all ages.

"Little Kids Bug Me" had 18 months of field testing with 1,600 students in 8th grade classrooms, with enthusiastic response from all participants. The long-range impact on behavior has not been tested.

PARENTS IN PRISON

Family Resource Center

Nashville, Tennessee

TARGET POPULATION: Incarcerated fathers

PURPOSE: To help fathers in prison readjust to parenting after prolonged incarceration.

TYPE OF PROGRAM: Classes and workshops.

DESCRIPTION:

The Parents in Prison project was begun in 1981 at the instigation of inmates at the Tennessee State Penitentiary. They were concerned about maintaining a positive relationship with their children that would allow them to better cope with return to the family after incarceration. They asked the Hank Snow Foundation for the Prevention of Child Abuse to help them with the problem. The Foundation's Family Resource Center developed a curriculum and trained volunteers to conduct classes to enhance parenting skills and attitudes. A coordinating committee consisting of inmates, prison administration staff, Foundation staff, and volunteers was formed. Resource materials were set up in the prison library and courses developed.

The programs include a monthly seminar or workshop that focuses on some aspect of parenting. More than 2,000 inmates have attended these events.

In addition, there are prerelease parenting classes for wives and a home study course on parenting and child development.

PENDLETON PROJECT

Virginia Beach

TARGET POPULATION: Children 5-12 years old with behavior problems.

PURPOSE: To help these children control their behavior and help their parents deal with them.

TYPE OF PROGRAM: Counseling, treatment, workshops .

DESCRIPTION:

This project attempts to deal with problem behavior in children and its consequences by treating both the children and their parents. In operation since 1976, the Pendleton Project offers counseling to the children, either in the agency or in the schools, through specially trained teachers and counselors.

There is provision at the center for some children to be in residence during the week.

Workshops for parents provide help in dealing with problem children and in acquiring better parenting skills. Counselors also go into the homes to counsel families.

PERINATAL POSITIVE PARENTING (PPP)

Institute for Family and Child Study

Michigan State University

East Lansing, Michigan

TARGET POPULATION: First-time mothers.

PURPOSE: Help prevent child abuse and neglect by educating first-time mothers.

TYPE OF PROGRAM: Early intervention/tertiary prevention child abuse and neglect program.

DESCRIPTION:

This program provides first-time mothers with parent education information via video presentations and hardcopy materials. In addition, the program provides emotional support to the mothers participating in the program. The program was designed to increase the parent's knowledge of child development and appropriate behavior of parents and children, as well as increase maternal comfort and confidence and bonding and attachment, or the emotional component of the parent-child relationship.

PLAY TIME (PARENTS LEARNING ABOUT YOUNGSTERS)

Family Resource Center

Nashville, Tennessee

TARGET POPULATION: Adolescent, inexperienced, high-risk parents or parents-to-be.

PURPOSE: To provide parenting experience to reduce the risk of abusing.

TYPE OF PROGRAM: Group service providing education and intervention.

DESCRIPTION:

Through PLAY TIME, the Family Resource Center of Nashville General Hospital provides a place where parents can share feelings and ideas, gain mutual support, and learn about infant development and parenting styles and techniques. New parents come for an hour each week to join other parents in learning how to enjoy their children in a relaxed and supportive atmosphere.

Participating parents come from the more than 1,600 low-income families who receive childbirth services from the hospital each year. A majority of the women who give birth in the hospital are teenagers or first- or second-time parents. Many are single with limited support systems and emotionally and intellectually unprepared for the rigors of parenting. Many of the babies have low birth weight and are at risk both medically and socially. PLAY TIME strives to promote positive parent-child relationships and to prevent and reduce problems in an at-risk population.

POMONA PROJECT

California Office of the Attorney General

Crime Prevention Unit

Los Angeles, California 90010

TARGET POPULATION: Community agency professionals and law enforcement officials involved in prevention and intervention in child abuse situations.

PURPOSE: Provide constructive and cooperative child abuse prevention and intervention services on the community level.

TYPE OF PROGRAM: Child abuse/neglect service coordination.

DESCRIPTION:

This program, designed to coordinate child abuse prevention and interaction actions on the community level, has three phases:

- Inservice training relevant to child abuse recognition, investigative techniques, and relationships among child abuse, domestic violence, alcohol, and drug abuse.
- Coordination and provision of special inhouse training and general community awareness sessions.
- Location, evaluation, and coordination of community resources already available.

PREVENTING CHILD MALTREATMENT

James Garharino

Center for the Study of Youth Development

Pennsylvania State University

TARGET POPULATION: Abuse victims and their families.

PURPOSE: Reorganize family structure to alter abusive environment.

TYPE OF PROGRAM: Family counseling.

DESCRIPTION:

PREVENTION OF DOMESTIC VIOLENCE

Bonnie E. Carlson and Liane V. Davis

School of Social Welfare

State University at New York at Albany

TARGET POPULATION: Victims and perpetrators of domestic violence.

PURPOSE: To develop positive communication between family members,
learn stress management techniques.

TYPE OF PROGRAM: Counseling in family dynamics,

DESCRIPTION:

PRIMARY PREVENTION OF CHILD ABUSE - THE ROLE OF THE FAMILY LIFE EDUCATOR

University of Wisconsin

Menominee, WI 54751

TARGET POPULATION: Family life educators.

PURPOSE: Develop strategy for prevention of child abuse.

TYPE OF PROGRAM: Educational parental therapy.

PRO-CHILD PROGRAM

Arlington County Department of Human Resources

Arlington, Virginia

TARGET POPULATION: Neglected or abused children and their families.

PURPOSE: Provide protective and preventive services to neglected and abused children and their families.

TYPE OF PROGRAM: Child abuse intervention program.

DESCRIPTION:

This program is designed to reduce the incidence of child abuse and neglect by increasing public awareness, identifying and treating abusive and neglectful families, and coordinating community resources.

PROJECT GUIDE FOR HELPING TO PREVENT CHILD ABUSE AND NEGLECT IN YOUR COMMUNITY

University of Wisconsin, Milwaukee School of Social Welfare

Region V - Child Abuse and Neglect - Resource Center

Milwaukee, Wisconsin 53201

TARGET POPULATION: Community groups.

PURPOSE: Provide information to groups interested in combating child abuse and neglect.

TYPE OF PROGRAM: Child abuse and neglect pamphlet.

DESCRIPTION:

This pocket guide provides community groups and agencies interested in combating child abuse and neglect with ideas, materials, and resources.

PROJECT PROTECTION

Montgomery County, Maryland, Schools

TARGET POPULATION: Secondary-level school children.

PURPOSE: Promote awareness of child abuse and neglect, and the issues surrounding it.

TYPE OF PROGRAM: Child abuse and neglect prevention program.

DESCRIPTION:

This child abuse and neglect curriculum includes six instructional units relating to different aspects of child maltreatment. This flexible curriculum has been field tested.

PROMOTING MENTAL HEALTH IN THE CLASSROOM

Karen Rohne Pritchett Todd, Ph.D.

National Institute of Mental Health

5600 Fishers Lane

Rockville, Maryland 20852

TARGET POPULATION: Teachers.

PURPOSE: Aid teachers in promoting self-awareness and self-esteem.

TYPE OF PROGRAM: Curriculum/handbook.

DESCRIPTION:

A manual outlining programs, games, discussion topics for promoting communication and self-disclosure between teachers and students and students and their peers.

PUBLIC AWARENESS PROGRAM ON CHILD ABUSE AND NEGLECT

National Center on Child Abuse and Neglect

Department 76

Washington, DC 20401

TARGET POPULATION: Individuals or organizations wishing to plan public awareness program on child abuse/neglect.

PURPOSE: Provide instructional materials to support child abuse programs.

TYPE OF PROGRAM: Instruction/information manual.

THE RESPITE EMERGENCY CRISIS CENTER

OF RED CABOOSE DAY CARE, INC.

Contact: Wisconsin Tri-County Crisis Support System

906 Williamson Street

Madison, Wisconsin 53703

TARGET POPULATION: Children up to 14 years of age and their families.

PURPOSE: Prevent child abuse and neglect.

TYPE OF PROGRAM: Counseling and crisis care.

DESCRIPTION:

The following services are offered: respite care, hotline, short-term counseling, and referral.

RURAL FAMILY SUPPORT PROJECT (RFSP)

Quinco Center

2075 Lincoln Park Drive

Columbus, Indiana 47201

TARGET POPULATION: Rural families at risk for child abuse.

PURPOSE: Improve the quality of family life, and ultimately reduce the incidence of child abuse and neglect.

TYPE OF PROGRAM: Primary prevention child abuse and neglect program.

DESCRIPTION:

The program produces a comprehensive parent-infant support program that includes parental, neonatal, and postnatal education, bonding and attachment opportunities, and supportive follow-up services designed to improve the quality of family life and ultimately reduce the incidence of child abuse and neglect. This program pulls together independent physicians, hospitals, public health and social service personnel, and other community leaders to participate in this comprehensive parent-infant support program.

SELF-CONCEPT AND AGGRESSION

Ellenor Milling Kinard

RVC Research Associates, Inc.

936 Industrial Avenue

Palo Alto, California 94303

TARGET POPULATION: Those working with abused children.

PURPOSE: Discover and improve self-concept of disturbed victims to
build self-esteem and trust in others.

TYPE OF PROGRAM: Psychological analysis and counseling.

DESCRIPTION:

Various acting-out programs, self-evaluation discussions, group therapy, and videotape exercises where children evaluate and react to filming situations.

TIME OUT FOR PARENTS (TOP)

Manchester, Connecticut

TARGET POPULATION: Parents at risk

PURPOSE: To prevent frustration from developing into a pattern of abusing behavior.

TYPE OF PROGRAM: Child care, needs assessment, support counseling, referral.

DESCRIPTION:

Initiated in 1981 by the YWCA of Hartford, Connecticut, Time Out for Parents is a project to prevent child abuse and neglect by working with families in crisis. TOP operates under the premise that abuse often occurs during periods of heightened parental stress. Parents eligible to use the program report such stress as divorce, separation, death of spouse, alcoholism, drug abuse, extended family, and unemployment. To prevent frustration from developing into a pattern of abusing behavior, TOP offers child care, needs assessment, support counseling, and referral to appropriate community resources. A weekly support group and parenting classes are also offered.

TRAINING MANUAL FOR CRISIS LINE VOLUNTEERS

Parental Stress Services, Inc.

154 Santa Clara Avenue

Oakland, California 94610

TARGET POPULATION: Organizers and volunteers of crisis hotlines.

PURPOSE: To train telephone volunteers.

TYPE OF PROGRAM: Manual.

DESCRIPTION:

Manual outline includes:

- Methods for selection of volunteers.
- Training session schedule.
- List of available film supplements.
- Legal aspects.
- Referrals.

TRAINING IN THE PREVENTION AND TREATMENT OF CHILD ABUSE AND NEGLECT

National Center on Child Abuse and Neglect

P.O. Box 1182

Washington, DC 20013

TARGET POPULATION: Persons or agencies responsible for training in delivery or services to abusive and neglectful parents.

PURPOSE: Training professionals and volunteers.

TYPE OF PROGRAM: Manual.

DESCRIPTION:

Manual outlining and describing point by point aspects of organization and maintenance of prevention and treatment programs.

TRIGGER STORIES: INSTITUTIONAL CHILD ABUSE PREVENTION THROUGH THE DEVELOPMENT OF
POSITIVE STAFF NORMS

Instate Consortium on Residential Child Care, Inc.

P.O. Box 1714

Trenton, New Jersey 08607

(609) 396-6845

TARGET POPULATION: Secure facility staff.

PURPOSE: Prevent institutional child abuse.

TYPE OF PROGRAM: Staff exercises to help prevent institutional child abuse.

DESCRIPTION:

This package is comprised of exercises designed to assist managers of secure care facilities for juveniles in developing and maintaining appropriate care and treatment norms among staff. The child care issues raised by the exercise lead to good resident care practices.

VANDERBILT UNIVERSITY PROJECT

Early and Extended Post-Partum Contact to Reduce Child Abuse

Nashville General Hospital

Nashville, Tennessee

TARGET POPULATION: Newborns and "high risk" parents at Nashville General Hospital with whom it was felt that early postpartum contact would reduce child maltreatment.

PURPOSE: To enhance attachment between parent and newborn and reduce incidence of maltreatment.

TYPE OF PROGRAM: Child abuse and neglect prevention program.

DESCRIPTION:

Beyond the existing hospital routine, this project utilizes three kinds of early postpartum contact:

- Early contact
- Extended contact/room-in
- Early contact plus extended contact

VULNERABLE CHILD COMMITTEE

Brockton, Massachusetts

TARGET POPULATION: Children at risk for abuse or neglect.

PURPOSE: To identify potential cases of child abuse and prevent reoccurrence.

TYPE OF PROGRAM: Information provision and technical assistance to professionals for early identification of vulnerable children.

DESCRIPTION:

The primary goal of this project is to establish an early identification process for vulnerable children, who are defined as children under age 12, at risk, with a significant potential for being abused or neglected even though there is no actual evidence of physical or emotional trauma. A central index is maintained of at-risk children identified by agencies and hospitals.

The committee, established in 1970, maintains a communication system among professionals who deal with child abuse to develop guidelines for early identification of vulnerable children. The committee provides families with preventive resources to help them give adequate care for their children. It also offers public education and care for their children, as well as public education and consultation to the community on child abuse issues.

WE CAN HELP

Council for Exceptional Children

Publication Sales Unit

1920 Association Drive

Reston, Virginia 22091

TARGET POPULATION: For professionals who work with or may identify situations of child abuse.

PURPOSE: Educate personnel engaged in prevention, identification, and treatment of child abuse and neglect.

TYPE OF PROGRAM: National child abuse and neglect training curriculum for professionals.

DESCRIPTION:

The multimedia training packages was developed to aid in the prevention and treatment of child abuse and neglect. Ten training units cover the topics of:

- Problem/responsibility
- Identification
- Community response
- Policy
- School-based team
- School programming
- Community team
- Community outreach

WEEKEND ONLY RESIDENTIAL TREATMENT CENTERS

Myrtle Astracham, Associate Director

Beech Brook

3737 Landers Road

Pepper Pike, Ohio 44124

TARGET POPULATION: Abused or neglected children who have been removed from their homes either temporarily or permanently.

PURPOSE: Alternative to full-time treatment programs.

TYPE OF PROGRAM: Residential counseling.

DESCRIPTION:

Children live over the weekend in a dormitory style shelter for abused/neglected children. They perform domestic duties, receive private and group counseling, education, and psychotherapy and participate in various training programs.

WOONSOCKET FAMILY AND CHILD SERVICE

8 Court Street

Woonsocket, Rhode Island 02895

TARGET POPULATION: Families under stress, parents with children under 12 years,
and the general public.

PURPOSE: Prevent child abuse and neglect by strengthening family ties.

TYPE OF PROGRAM: Group education and peer support.

DESCRIPTION:

The following services are provided: counseling, advocacy, hotline, Parents Anonymous, seminars and group meetings for parents, home-based education, and homemaker services.

YOUTH HELPING YOUTH

Boystown Center for the Study of Youth Development

Communications and Public Service

Boys Town Center

Boys Town, Nebraska 68010

TARGET POPULATION: Adolescents.

PURPOSE: Help adolescents deal with abuse.

TYPE OF PROGRAM: Peer counseling program.

DESCRIPTION:

A 6-week program for conducting a series of adolescent group counseling sessions that examine the problems and needs of abused adolescents.

OTHER PROGRAMS (Data Incomplete)

PARENT TRAINING PROGRAM FOR CHILD ABUSERS

TARGET POPULATION: Abusive parents.

PURPOSE: To train abusive parents in child management and self-control techniques.

TYPE OF PROGRAM: Intervention program.

"HANDS-ON" APPROACH

TARGET POPULATION: Persons providing direct services for hospitalized abuse victims.

PURPOSE: To arrest further abusive activity within the home.

TYPE OF PROGRAM: Multidisciplinary teams organized for consultation with abusive families.

THE "AT-RISK" PROGRAM

TARGET POPULATION: Families identified as potential abusers.

PURPOSE: Medical care for children and families, increase familial feelings of worth, provide parents with knowledge of health maintenance techniques. Identify areas of stress, referrals, evaluation of child safety in his home.

JUVENILE VICTIM ASSISTANCE PROGRAMS

TARGET POPULATION: Child abuse/neglect victims.

PURPOSE: Assist victims emotionally, socially in dealing with abuse.

TYPE OF PROGRAM: Social work with youth.

TREATMENT PROGRAMS IN CHILD ABUSE AND NEGLECT

TARGET POPULATION: Researchers of child abuse programs.

PURPOSE: Treatment of victims of child abuse/neglect and their families.

TYPE OF PROGRAM: Evaluation of federally funded treatment programs.

DESCRIPTION:

Reported results evaluations of project aspects. Also management and information systems guidelines.

OTHER PROGRAMS FOR
PREVENTION OF CHILD ABUSE

Alexandria Area Child
Protection Center
Pineville, LA 71360
(318) 448-0829

Bedford-Stuyvesant Family
Services Program
New York, NY 10003
(212) 638-9100

C.A.L.M.
Santa Barbara, CA 93102
(805) 963-1115

Child Abuse Hot Line
Jefferson City, MO 65101
(800) 392-3738

Child Abuse Line
San Antonio, TX 78228
(512) 732-2142

Child Abuse Listening Line
Santa Monica, CA 90406
(213) 988-4430

Child Abuse Prevention
La Junta, CO 81050
(303) 384-2454

Child Abuse Prevention
Effort (C.A.P.E.)
Philadelphia, PA 19129
(215) 963-0300

Child and Family Advocates
of Evanston
Evanston, IL 60201
(312) 463-0390

Child or Parental Emergency
Services (C.O.P.E.)
Napa, CA 94558
(707) 2523-1116

Children's Trauma Center
Oakland, CA 94609
(415) 654-5600 (restricted to
the Center's clients)

Connecticut Child Welfare
Association, Inc.
Hartford, CT 06105
(800) 842-2288

Family Center
Washington, D.C. 20007
(202) 628-3228

Family Service Agency of
San Francisco
San Francisco, CA 94109
(415) 826-0800

Family Stress Service
Petaluma, CA 94952
(707) 763-9881

Family Support Center
Aurora, IL 60505
(312) 897-1003

Imperial County Crisis Hotline
El Centro, CA 92243
(714) 352-7873

Parental Stress Hotline
Palo Alto, CA 94306
(415) 327-5333

Parental Stress Service
Chicago, IL 60607
(312) 463-0390

Parental Stress Service
Oakland, CA 94610
(415) 655-3535

Parents Assistance Line
Omaha, NE 68102
(402) 397-9909

Project Survival
Chatham, NY 12037
(518) 392-2040

SCAN
Fort Wayne, IN 46802
(219) 456-4561

San Francisco Child Abuse
Council
San Francisco, CA 94114
(415) 826-0800

Shreveport Child Protection
Center
Shreveport, LA 71103
(318) 635-2108

Special Care Project for
the Abused Child and
His Family
Phoenix, AZ 85008
(602) 267-5577

Suspected Child Abuse and
Neglect of Kent County
Grand Rapids, MI 49502
(616) 784-3480

Tipila
Eagle Butte, SD 57625
(605) 964-8578 or 7033

Union County Protective
Services Demonstration Project
Elizabeth, NJ 07208
(201) 351-5877 or 5878

West Virginia Child Abuse and
Neglect - Detection Operation
(West Virginia CAN-DO)
Charleston, WV 25302
(800) 642-8595

II. SEXUAL ABUSE

Sexual abuse includes the offenses of child molestation, rape, and incest, and insofar as violence is concerned, the involvement of children and youth in pornography and prostitution. Sexual abuse occurs both within and outside the family setting, and both settings will be discussed in this section.

In recent years, child sexual abuse has received increasing attention, with most of the literature concerned with youth as victims of these crimes. The main thrust of this section of the report will be on this focus of the literature.

1. STATISTICS

Statistics on sexual abuse of children, particularly within the family setting, are plagued with problems of underreporting. Underreporting is due to several variables, including the relationship of the child victims to the perpetrators and, based upon their developmental state, these victims' inability to understand the scope or inappropriateness of the abuse situation or to express the incident to others. Taboos concerning incest, the reluctance of parents to believe their partners are capable of molesting their children, together with the desire of parents to protect their children from publicity--all are factors that make it difficult to assess the true extent of this form of victimization. It is estimated (Blumberg, 1978) that 90% of all incest cases are unreported.

While there are no national sources of statistics which clearly show the incidence of child sexual abuse (due to underreporting factors), the National Center on Child Abuse and Neglect estimates the annual incidence of child sexual abuse at 60,000 to 100,000 cases per year, while additional studies estimate as high as 200,000 incidents of child sexual abuse per year (NCCAN, 1978). Within the realm of child abuse, one study (NCCAN, American Humane Association, and Denver Research Institute, 1978) found that within substantiated cases of child abuse, 15.4% of the children were found to have been sexually abused. Finkelhor (1979) estimates that 10% of all boys and 20% of all girls are victims of sexual abuse.

2. ETIOLOGY

Two major factors have been identified in the literature as contributors to the victimization of youth through sexual abuse, particularly incest and rape:

- Presence of stress in the family.
- Participation in the delinquent subculture of violence.

Ageton (1983) suggests that youth in families undergoing stressful situations, such as extended unemployment or divorce, experience higher rates of sexual victimization. "An unstable home environment may leave an adolescent female without the basic emotional and physical support she needs during a period of rapid sexual, biological and psychological development. If she turns to male friends or dates for this support, her needs may be taken advantage of or misinterpreted" (Ageton, 1983). Thus she suggests that a family environment "punctuated by disruptive events" may contribute to this risk of sexual assault.

Literature on incest describes a deteriorated family situation where the parents' relationship is strained. In some cases the daughter has assumed some domestic roles. The act of incest becomes the tension-reduction mechanism maintaining the integrity of the family (Kaufman, Peck, and Taguiri, 1954; Lustig, Dresser, Spellman, and Murray, 1966). Rist (1979) describes a "perverse triangle" in which one adult forms a coalition with the child victim against the other adult. For the father, incest becomes a way to project hostility toward the mother (Lustig et al., 1966), while using the act of incest to overcome feelings of inadequacy and anxiety resulting from the strained relationship between the parents (Gutheil and Avery, 1977). For the mother, the incest situation relieves the sexual pressure of the father (Gutheil and Avery, 1977), and the victim serves as a substitute and center for her anger and hostility (Kaufman et al., 1954). For the child victim, the father becomes the weapon against the mother, and a source of attention lacking from the mother (Gutheil and Avery, 1977, and Rist, 1979).

For nonfamily sexual abuse, youth who enter into a subculture that legitimates violence or law breaking are more prone to victimization than those who remain in a law-abiding environment, according to Ageton (1983) and others (U.S. Senate Subcommittee on Juvenile Justice, 1983). Moreover, the potential for other forms of victimization becomes even greater for youth who are "thrown into" the subculture unwittingly. Runaway children who find their way into such an environment, for instance, frequently become victims of child pornography, prostitution, and other forms of exploitative abuse.

The cumulative effects of associating with delinquent peers and engaging in a fair amount of delinquency may raise the risk of sexual assault substantially, first because the settings for delinquency may be conducive to a wider range of deviant behavior, and second because young women involved in delinquent behavior may project images that carry expectations about deviance in general and sexual behavior specifically (Ageton, 1983).

While the experience of family stress or participation in a delinquent subculture may indicate that environmental conditions create greater risks for youth victimizations, the appendix to this report, "Theoretical Perspectives On Violence - A Search for Antecedents" examines the very foundation of aggressive behavior.

3. EMPIRICAL FINDINGS

In examining the relationship of child sexual abuse victims to the perpetrators, Conte and Berliner (1981), using a sample of 583 sexually abused children found:

- 16% abused by fathers;
- 15% abused by stepfathers;
- 15% by other relatives;
- 6% by nonrelated parenting figures;
- 8% by strangers;
- 35% by acquaintances of the child or child's family;
- 2% by others.

As stated earlier, Finkelhor's (1979) findings in examining the extent of child sexual abuse indicate that 10% of all boys and 20% of all girls are victims of sexual abuse.

The Sexual Assault Project (SAP) is another major source of findings regarding the risks for sexual victimization incurred by adolescents who enter the delinquent subculture. The SAP grew out of a larger study on delinquent behavior, the National Youth Survey. Funded by the Center for the Prevention and Control of Rape, National Institute of Mental Health, the SAP had four objectives: (1) to provide nationally representative data on the incidence, prevalence, and distribution of sexual assault for adolescent victims and offenders; (2) to describe and assess victim reactions to sexual assault; (3) to develop and test a theoretical model of adolescent sexual assault; and (4) to explore the question of adolescent vulnerability to sexual assault (Ageton, 1983). In the course of the 5-year study, Ageton analyzed a data subset of the National Youth Survey, which used seven birth cohorts (1959-1965) drawn from a national probability sample of youth 11-17 to study youth victimization and involvement in delinquency. The sample was selected in 1976; interviewing began in January 1977 and was completed in March 1977, with annual reinterviewing through 1980. From this larger sample, a subset was drawn of respondents reporting at least one sexual assault victimization or offense during the 1976 calendar year. This became the basis for the Sexual Assault Project.

The SAP data are highly useful in the present context, as they greatly augment and improve upon data available. Also, the SAP analysis employed a broad definition of sexual assault, enabling us to use this in our examination of assaultive behaviors and rape for 13 to 19 year olds.

The SAP data do not support a correlation between sexual assault prevalence and race or class, nor between frequency of occurrence and race, class, age, or place of residence. Living in a city, however, did appear to be positively correlated with prevalence of sexual assault. The SAP data also indicated that one incidence of sexual assault seems to increase the probability of subsequent assaults.

Further interesting findings emerge in comparisons with control groups. Victims were substantially more delinquent than the control groups. Ageton also looked at nonsexual victimization and reported that "controls experience substantially less victimization of all kinds than do the victims. Not only did the victims more frequently engage in delinquent behavior, but they were "supported in the behavior by their peers to a significantly greater extent" than controls (Ageton, 1983).

One variable differentiating victims and controls in the SAP data for 2 or more years was the Family Crisis Scale. Youth in families undergoing stress, such as extended unemployment or divorce, experienced higher rates of sexual abuse victimization (Ageton, 1983).

Since the SAP was an outgrowth of a larger research effort, Ageton was able to compare victims to controls 2 years prior to initial victimization. Victims report higher mean frequencies on the delinquency scales employed: consistently higher levels of delinquency, greater peer involvement in delinquent and illegal behaviors, greater peer support for illegal behavior, and an apparent weakness in bonding in school and in the home (Ageton, 1983).

Following a discriminant analysis of controls versus victims, four variables were shown to distinguish the two groups, although not sufficiently to be termed predictive. Measures of exposure to delinquent peers, attitudes toward deviance, crimes against persons, and public disorder were different between the two groups, with exposure to delinquent peers being the most powerful.

Ageton concludes that, while delinquent peers and deviant attitudes do not predict who will be a victim, "(b)eing delinquent and operating in a delinquent environment is clearly related to sexual victimization..." (Ageton, 1983). Moreover, following a comparison with subjects who had been nonsexually assaulted,

no significant characteristics separated these latter victims from those who had been sexually assaulted.

4. THEORIES/HYPOTHESES: INTERVENTION/PREVENTION OF SEXUAL ABUSE

Research and studies examining the causes and characteristics of child sexual abuse were explored in the preceding two sections, uncovering complex variables involved in the sexual abuse of children. Approaches to treating and preventing child sexual abuse are equally complex. Part of the difficulty is due to the very act of sexual abuse and how it is perceived by professional disciplines (e.g., law enforcement officials, health professionals, social workers) as well as the general public. The dilemma at the very base of intervention and prevention strategies is whether sexual abuse is a crime, a mental illness, a major symptom of broader family dysfunction, or a combination of these.

Due to the complexity of sexual abuse and the differing orientations of various professionals involved in instances of sexual abuse, a multidisciplinary approach is recommended by Blumberg (1978) in order to compassionately and tactfully handle the child victim, the emotionally traumatized parent(s), and the offending adult. In addition, Blumberg recommends public education of the community regarding child sexual abuse, as is currently being done with physical and mental abuse in order to increase public awareness of the nature and areas of child sexual abuse, and to enhance case reporting.

In addition, Schultz (1982) recommends the following multifaceted prevention strategy aimed at potential victims and professionals:

Education programs (sex education, crime-prevention courses, etc., for young persons; and criminology, victimology, psychology, social work, nursing, psychiatry, for professionals) should acquaint the student, early, with an accurate, truthful conception of child sexual victimization and its multipotential aftermath. Efforts should be made to demyth popular misconceptions regarding trauma, trauma-genesis, stressing pre-victim strengths and how the label "victim" has a negative pull on self-esteem. Prevention should start with stemming the tide of victim stereotyping and fatalism-hustling for the next generation (Schultz, 1982).

5. LEGISLATION/PROGRAMS/INTERVENTIONS/EVALUATIONS

Legislation concerning the sexual abuse of children in a family setting is included in legislation on child abuse, so the discussion of child abuse legislation that was presented in subsection 5 of the preceding Section I on child abuse

is repeated below, followed by a brief discussion on specific legislative initiatives with respect to child pornography. (For a detailed examination of sexual abuse legislation on the state level, see Bulkley, 1981.)

The codification of mores into statutes is common in our society to control or correct social problems. By legally proscribing certain actions, the law, in effect, sets a standard regarding what is right and what is wrong in the interests of the majority. The "success" of legal interventions in terms of prevention is often less measurable than programmatic intervention strategies which, for example, may be evaluated. On the other hand, the law has two major and unique characteristics regarding its role in preventing social ills. First, the enactment of a law implies a degree of societal consensus about the action to which it is addressed. Forbidding the act of willful homicide or requiring a license to operate a motor vehicle represent actions, defined under law and thus regulated by society, for which there is general agreement or acceptance. Second, the law is underscored with the potential for imposing negative sanctions should violation occur.

The role of law in relation to prevention is linked to the concept of deterrence. Deterrence is characterized in two distinct ways. Specific deterrence refers to the inhibition of certain actions or behaviors as a direct result of a negative sanction. Thus, punishing law violators would result in their refraining from future or secondary law violations because of recognition that comparable punishment would follow. General deterrence refers also to refraining from law violation in relation to anticipated sanctions. However, the general deterrent effect comes as a result of potential law violators refraining from the illegal act because they recognize, by the example of others, the consequences attached to the act.

From the standpoint of primary prevention, the general deterrent effect of laws and sanctions is of most interest. The following section is a brief overview of some of the legislative initiatives consistent with the theme of primary prevention of violence against children. We have elected to focus upon statutory provisions that seek to accomplish prevention in a primary sense as specifically related to child victimization. Clearly, a much larger body of criminal law could be discussed should our emphasis be on the legal response to child victimization in terms of sanctions imposed after the fact. However, our justification for including a section on the law in this paper rests with its relevance to ensuring the protection of children and to preventing their victimization.

We have found that the two areas in which legislation plays the most significant role are child abuse and sexual exploitation of youth through child pornography.

Legislative Definitions of Child Abuse (Including Sexual Abuse)

In 1974, Public Law 93-247 was enacted by the Federal Government. Entitled the Child Abuse Prevention and Treatment Act, the law defined child abuse and neglect to mean "... the physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of 18, or the age specified by the child protection law of the State in question, by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby, as determined in accordance with regulations prescribed by the Secretary of Health and Human Services" (42 U.S. Code Annotated 5101 et seq.). Parts of the previous definition were amended in 1978 to include "exploitation" and designated ages by the state statutes (Public Law 95-166, 1978).

In addition to child abuse legislation which addresses sexual abuse in a family setting, many states have legislation prohibiting the sexual abuse of children. The laws vary greatly in content and scope from state to state. Bulkley (1981) provides a detailed examination of sexual abuse laws enacted on the state level.

Legislative Initiatives on Child Pornography

Prior to 1978, the five Federal laws prohibiting the distribution of obscene materials in the United States prohibited the mailing of obscene materials (18 U.S. Code Annotated, Section 1461); prohibited the importation of obscene matter into the U.S. (18 USCA Sec. 1462, 1305); restricted the broadcasting of obscenity (18 USCA Sec. 1464); and prohibited the transportation of obscene materials and prohibited the use of common carriers to transport such materials (18 USCA Sec. 1465). Also in existence at that time was the Child Abuse Prevention and Treatment Act (41 USCA Sec. 5101 et seq.), but its primary concern was with the punishment of abuse and the funding of programs to prevent child abuse.

In 1978, the Protection of Children Against Sexual Exploitation Act was passed (Public Law 95-225, Feb. 6, 1978). The Act applies to parents, guardians, and those directly involved in exploiting child models for the production of sexually explicit material; it prohibits receiving such material for distribution and sale and amends the Federal law to extend coverage to males as well as females. Penalties include fines up to \$15,000 and imprisonment up to 15 years, or both. A minor under the Act is a person under the age of 16. Sexually explicit

conduct under the Act means actual or simulated sexual intercourse including genital-genital, oral-genital, anal-genital, or oral-anal, whether between persons of the same or opposite sex; bestiality; masturbation; sadomasochistic abuse; or lewd exhibition of the genitals or pubic area of any person. The visual or print medium includes any film, photograph, negative, slide, book, magazine, or other visual or print medium. Needless to say, the statute is very broad in its coverage of persons, acts, and materials.

Prior to 1977, Tennessee was the only state with a statute prohibiting the use of children in pornography (Tennessee Code Annotated Sec. 39-6-1131, 1132). After the Federal Act, a flurry of child pornography legislation was passed in the legislatures across the United States. However, the types of child pornography legislation varied from state to state. At that time, the Supreme Court's definition of obscenity was whether the average person applying contemporary community standards would find that the work appeals to the prurient interest... whether the work depicts or describes (sexual conduct) in a patently offensive way...and whether the work lacks serious literary, artistic, political or scientific value (Miller v. California, 413 U.S. 15, 1973). Some states, such as Illinois, enacted a child pornography statute using the Supreme Court obscenity standard (Illinois Revised Statute Ch. 38 Sec. 11-20a). Others, such as Minnesota, used a less restrictive standard (Minnesota Statutes Sec. 617.246).

The statute that carved out a new place in constitutional law was New York Penal Law 263.00. Like the Federal Law, the New York Penal Law lacks an obscenity requirement in its definition of sexual conduct.

Paul Ferber, the proprietor of a Manhattan bookstore, sold an undercover police officer two films showing young boys masturbating. He was indicted on two counts of promoting an obscene sexual performance by a child and two counts of promoting a sexual performance by a child (439 NYS 2d 863, 1981). Ferber was acquitted of the obscenity charge but found guilty of the charge that does not require proof of obscenity. His appeal was reversed, and the case ended up in the Supreme Court (New York v. Ferber 102 S. Ct. 3348, 1982). The Supreme Court upheld the New York statute prohibiting the distribution of material that visually depicts sexual conduct or the lewd exhibition of genitals by children. Prior to the Ferber case, the first amendment of the U.S. Constitution required a finding of legal obscenity before sexually explicit material could be prohibited on the basis of content. In this case, the court set a new precedent by classifying nonobscene depictions of children's sexuality as a new category of speech which, like obscenity, receives no first amendment protection. The Supreme Court reasoned that the state has a "compelling interest in prosecuting those who promote the sexual exploitation of children (102 S. Ct, 3348 at 3356, 1982)."

In the interest of protecting society's ills, the Supreme Court removed child pornography from the first amendment protection in the same manner other content-based classes of speech have been removed (such as libel (*Beauharnais v. Illinois*, 343 U.S. 250, 1952), obscenity (*Roth v. United States*, 354 U.S. 476, 1957), and fighting words (*Chalinsky v. New Hampshire*, 315 U.S. 568, 1942)). The Supreme Court demonstrated its seriousness in preventing the abuse of children by eliminating a once held constitutional right of protected speech.

Programs

Programs described in the following pages have been divided into two groups. The first comprises programs specifically addressing the problems of sexual abuse. The second, larger group comprises programs that attempt to prevent violence of all kinds, including rape. They are arranged alphabetically within the two groups, which are presented consecutively.

"BUBBYLONIAN ENCOUNTER"

Kansas Chapter of the National Committee for Prevention of Child Abuse
Topeka, Kansas

TARGET POPULATION: Elementary school children .

PURPOSE: To prevent children from becoming victims by teaching them how to identify sexual abuse and to tell others if they have been abused.

TYPE OF PROGRAM: Audiovisual presentation in schools.

DESCRIPTION:

"Bubbylonian Encounter" is a play to help prevent sexual child abuse. In the 30-minute play, children learn that it is all right to tell someone if they are touched sexually. The play has been videotaped and tested with 82 children in grades 3 to 6. After seeing the play, 99 percent of the children could distinguish between forced sexual touching and other types of touching. Most of the children (82 percent) knew how to respond to assault, and 87 percent knew that family members could assault them.

A CHILD IN OUR MIDST: A STUDY COURSE ON KEEPING CHILDREN SAFE FROM ABUSE.

Salvation Army

Education for Parenthood

120 West 14th Street

New York, New York 10011

TARGET POPULATION: Community groups.

PURPOSE: Develop awareness of child abuse symptoms and promote its prevention.

TYPE OF PROGRAM: Community awareness curriculum for child abuse.

DESCRIPTION:

This program curriculum is aimed at helping community groups recognize the symptoms of child abuse and help set strategies for preventing such abuse. Six forms of child abuse are cited: physical abuse, physical neglect, emotional abuse, emotional deprivation, verbal assault, and sexual assault.

CHILD SEXUAL ABUSE TREATMENT PROGRAM

Santa Clara County, California

TARGET POPULATION: Families experiencing incidents of incest.

PURPOSE: Work with perpetrators and victims of family incest to help them deal with the problem and curb future incidence.

TYPE OF PROGRAM: In-depth therapy to all member of families who have had incidents of incest.

DESCRIPTION:

This program is composed of three interdependent components: professional staff, volunteers, and self-help groups providing services responsive to the needs of sexually abused children and their families. A total of 90% of the children have returned to their families; and the recidivism rate in the families who have completed the program has been less than 1%.

COME TELL ME RIGHT AWAY

Linda Tschirhart Sanford, MSW

Rush Meadow Road

Brownsville, Vermont 05037

802-484-5110

TARGET POPULATION: Parents.

PURPOSE: To aid parents in discussing potential dangers of sexual abuse with their young children.

TYPE OF PROGRAM: Manual.

DESCRIPTION:

This manual provides guidelines for alerting children to potential abuses and telling them how to avoid persons or situations in which there is risk of abuse.

PERSONAL SAFETY PROJECT

Vancouver Board of School Trustees

Vancouver, British Columbia

TARGET POPULATION: Elementary school aged children, school personnel, and parents.

PURPOSE: Provide awareness of child sexual misuse/abuse to aid in its prevention.

TYPE OF PROGRAM: Primary prevention child sexual misuse/abuse program.

DESCRIPTION:

This program provides child sexual abuse awareness workshops for teachers and parents; and personal safety workshops for children. The children's workshops provide them with an understanding of confusing and exploitative situations. The program was evaluated as most successful for older elementary schools aged children.

PROJECT SEY -- SERVICES TO EXPLOITED YOUTH

Austin Child Guidance Center

Austin, Texas 78701

TARGET POPULATION: Child victims of sexual abuse.

PURPOSE: To aid child victims of incest or nonfamily sexual abuse.

TYPE OF PROGRAM: Sexual abuse intervention program.

DESCRIPTION:

The program offers counseling services to child victims of sexual abuse, either for the individual or for the family. In addition to direct services to the victim, the program provide public awareness efforts, sexual abuse prevention efforts, volunteer training and program evaluation.

SEXUAL ASSAULT CENTER

Seattle, Washington

TARGET POPULATION: Sexual assault victims

PURPOSE: Prevention of sexual assault and treatment of victims

TYPE OF PROGRAM: Counseling, community education.

DESCRIPTION:

The Sexual Assault Center, established in 1973, focuses on both treatment of victims and prevention of sexual assault.

Treatment takes the form of counseling for child victims and their families, excluding the offender. Aid is given in providing medical care and gathering evidence for legal action. Both short-term counseling and crisis intervention and long-term counseling are provided.

Cases are referred to Protective Services to prevent further incidents of abuse.

Preventive services include training in the schools and the community.

AFTER SCHOOL TREATMENT PROGRAM

Children's Psychiatric Center/Community Mental Health Center

Morgansville, New Jersey

Contact Person(s): Norman Epstein, Ph.D., Director of Transitional Services
Nikos Maragos, MSW; Coordinator of Partial Hospitalization
Programs

TARGET POPULATION: 10-12- and 13-17-year-old males with behavior problems.

PURPOSE: Curb behavioral problems and prevent further development of
behavioral problems.

TYPE OF PROGRAM: Academic remediation and socialization.

DESCRIPTION:

Provides after-school academic remediation and socialization for preadolescent and adolescent males with a history of acting out at home, in school, and in the community. Reality therapy-type treatment is used. Two 6-hour sessions are held per week, with 2-4 staff members guiding groups of 8-10 youth. Program components include socialization and recreation, group therapy, academic remediation, dinner, and day camping in the summer.

ALTERNATIVES, INC.

Newport News, Virginia

TARGET POPULATION: Teachers and school officials K-12.

PURPOSE: To train school personnel in educating students concerning alcohol, drug, and substance abuse.

TYPE OF PROGRAM: Training, counseling, technical assistance.

DESCRIPTION:

Alternatives, Inc., is a private, nonprofit group that works under contract to the local public school district to provide teacher training and technical assistance for educating students about alcohol, drug, and substance abuse. The program has been in operation since 1974 and begins in grades K-6. In the junior and senior high schools inservice training is given to guidance counselors and principals also.

Peer counseling and counseling of abusers is also part of the Alternatives, Inc., method of prevention and intervention.

BETTER SCHOOLS, BETTER PEOPLE: HOW SCHOOLS CAN HELP PREVENT DRUG AND ALCOHOL
ABUSE

California State Department of Education
Sacramento, California

TARGET POPULATION: Elementary and secondary students.

PURPOSE: Elevate self-esteem in an effort to prevent drug use.

TYPE OF PROGRAM: Curriculum supplement.

DESCRIPTION:

A combination of the following components is used to improve the relationship
between students and schools:

- Communication training.
- Peer tutoring/counseling.
- Parent education.

CONFLICT RESOLUTION

Social Studies Program

Dade County Public Schools

Miami, Florida

TARGET POPULATION: Secondary school students

PURPOSE: Provide alternatives to violence and victimization in human interaction.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

This course suitable for junior and senior high school students is designed to provide an understanding of human interactions so that the students will seek means other than violence and victimization in dealing with each other. Topics addressed include:

- basic psychological needs
- values clarification
- causes and effects of functional and dysfunctional behavior
- philosophy, proponents, and application of nonviolence
- attitudes and processes for nonviolent change.

The use of discussion and group interaction is an integral part of the course, which also includes readings and audiovisual presentations.

CONSTRUCTIVE CONTROL OF AGGRESSIVE BEHAVIOR

Lakewood Public Schools

1470 Warren Road

Lakewood, Ohio 44107

Contact Person: Robert C. Carvise, Superintendent

TARGET POPULATION: Students grades 1-12.

PURPOSE: Develop constructive control of aggression.

TYPE OF PROGRAM: Primary prevention school-based curriculum.

DESCRIPTION:

This curriculum is designed to assist students in grades 1-12 in dealing with knowledge, attitudes, and behaviors involved in the constructive control of aggression.

CRIME PREVENTION

Metropolitan Atlanta Crime Commission

Atlanta, Georgia

TARGET POPULATION: Local police and community groups.

PURPOSE: Provide information to target population regarding crime prevention programs.

TYPE OF PROGRAM: Crime prevention manual.

DESCRIPTION:

This manual was designed to assist local police and community groups in developing, implementing, and evaluating cooperative crime prevention programs. Programs designed to prevent crimes against youth, women, and senior citizens are also presented.

DEALING WITH CAUSES OF BEHAVIOR

Educational Research Council of America

Rockefeller Building

Cleveland, Ohio 44113

TARGET POPULATION: Fourth and fifth graders.

PURPOSE: Help students understand motivations, frustrations, and appropriate responses to behaviors.

TYPE OF PROGRAM: Primary prevention school-based curriculum.

DESCRIPTION:

The course is designed to help children understand behavior, express themselves appropriately, and satisfy their emotional needs. The eight units of the program deal with fears and security; self-worth; friendship and belonging; anger; and behavior toward others and property. The program focuses upon motivating forces, perceptions and abilities, and the immediate physical setting.

EFFECTIVE PARENTING INFORMATION FOR CHILDREN (EPIC)

State University College at Buffalo

Buffalo, New York

TARGET POPULATION: Pre-kindergarten through grade 12 children and their parents.

PURPOSE: To help children become responsible adults and parents.

TYPE OF PROGRAM: In-school education, parent workshops.

DESCRIPTION:

EPIC is a system for reaching into the home, the school, and the community to prepare children to be responsible adults. Begun in 1981, it is a program of primary prevention not only for child abuse and neglect but for the prevention of teenage pregnancies, juvenile crime, and drug and alcohol abuse.

School. Activities through grade 6 help children improve self-concept and self-esteem, develop responsible behavior through rules, rights, and responsibilities, and strengthen problem-solving, communication, and decisionmaking skills. This phase of the curriculum is being implemented in 50 Buffalo elementary schools by teachers who have participated in special training courses. The curriculum for grades 7-12, ready for piloting and implementation, will address preparation for beginning a health family, understanding of potential prevention of birth defects, and need for good prenatal care. It includes courses on child development and family dynamics.

Home. Day and evening parent workshops offer information about parenting concerns, an opportunity for parent-to-parent exchange of ideas, and a way to forge stronger links between the home, school, and community. Topic areas for workshops have included parenting styles, communication, behavior management, and coping.

Community. The community assists with human and financial resources that help underwrite the program.

EPIC's ultimate goal is to create a home/school/community model that can be replicated in any community in the country. The "EPIC package" includes a procedures manual and curriculum materials

THE EFFECTS OF AN EDUCATION INTERVENTION PROGRAM FOR
JUVENILE DRUG ABUSERS AND THEIR PARENTS

TARGET POPULATION: Juvenile drug abusers and their parents.

PURPOSE: Educate participants in family communication and drug
knowledge.

DESCRIPTION:

Combination of family involvement and peer pressure aids participants in
alteration of drug abuse lifestyle.

LAW FOCUSED CURRICULUM GUIDE PROJECT

Southwest Center for Human Relations Studies

University of Oklahoma

555 Constitution Avenue

Norman, Oklahoma 73037

TARGET POPULATION: Elementary and secondary school students.

PURPOSE: Enhance law-related education.

TYPE OF PROGRAM: Student awareness/primary prevention.

DESCRIPTION:

Funded by the Oklahoma Crime Commission, this project provides 24 model units to help elementary and secondary students learn about the functions and procedures of the criminal justice system and an individual's rights and responsibilities under the law.

LAW-RELATED EDUCATION (LRE)

National Program

TARGET POPULATION: Students K-12.

PURPOSE: Prevent crime and violence by developing an understanding and respect for our legal system and citizen responsibility for supporting and maintaining it.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

LRE programs, jointly funded by the Department of Education and the Department of Justice, are implemented in school districts across the country with technical assistance from such groups as the Children's Legal Rights Information and Training Program, Phi Alpha Delta Law Fraternity, National Institute for Citizen Education, Law in a Free Society, the National Street Law Institute, the Constitutional Rights Foundation, and cooperating State and local organizations. These organizations develop curriculums and teaching materials and train teachers to conduct an education program that imparts an understanding of the legal and political foundations of American society and of citizen responsibility for preserving the rule of law.

LRE programs provide the basic educational underpinnings of crime and violence prevention as they stress orderly, legal methods of effecting change and achieving desired ends. Children in the program are taught responsibility for main-

taining an orderly society and for deterring crime and cooperating with law-enforcement authorities.

There is a wide variety of LRE programs, some targeted to particular minority populations, some making use of law students and law enforcement personnel as instructors or speakers, and some adopting such techniques as mock trial competitions.

Ultimate success of such a basic crime prevention program can be measured only over time and in a national context, if at all. Although the program has been in operation several years in an expanding number of school districts, no full evaluation of its long term impact can yet be made.

MAGIC CIRCLES/HUMAN DEVELOPMENT PROGRAM

San Diego Human Development Training Institute

San Diego, California

TARGET POPULATION: Elementary school aged children.

PURPOSE: Emphasize the effective development of children to improve school performance.

TYPE OF PROGRAM: Curricular approach to preventive mental health.

DESCRIPTION:

This curriculum, aimed at improving interpersonal communication of elementary school aged children, has three main areas of focus: awareness, mastery, and social interaction.

MEDIATION ALTERNATIVE PROJECT

Port Washington, New York

TARGET POPULATION: Troubled youth.

PURPOSE: Conflict resolution.

TYPE OF PROGRAM: Mediation.

DESCRIPTION:

The Mediation Alternative Project provides mediation services to all types of youth, including PINS (persons in need of supervision), abused children, and previously adjudicated children. Referrals to the program come from courts, police, and schools.

Mediators--volunteers trained in both family mediation and victim-offender mediation--require that both parties participate. The process consists of an attempt to facilitate an agreement between the two parties. If counseling is needed, referral is made to other agencies. The program reports an 85-percent success rate for those who go through the mediation process.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

CORE CURRICULUM IN PREVENTING AND REDUCING SCHOOL VIOLENCE AND VANDALISM

TARGET POPULATION: Teachers, education officials, community leaders, criminal justice personnel.

PURPOSE: Prevent conflict and thus violence in the schools.

TYPE OF PROGRAM: Course of study.

DESCRIPTION:

This seven-course program to improve the school environment addresses ways teachers and principals can create a school climate that minimizes sources of conflict and provides peaceful means for resolving interpersonal problems. Issues addressed include discipline, security, and the use of problem-solving resources in the community.

One course, "Interpersonal Relations," provides specific strategies for managing conflict, dealing with gang problems, and "devictimizing" teachers and students. Typical student victims are seen to be usually outside the mainstream of the

school environment and are often low academic achievers, either younger or older than the majority of their classmates, not involved in school activities, and members of minority groups. The course addresses ways to counsel victims and to change school policies and programs to prevent further victimization.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

Local Example #1:

CRIMINOLOGY AND CRIME RESISTANCE

DeKalb County, Georgia

TARGET POPULATION: Secondary school students

PURPOSE: Prevent crime by improving students' attitudes toward police and the law.

TYPE OF PROGRAM: In-school education, including outside speakers, audiovisuals.

DESCRIPTION:

The FBI assists local police in developing programs that teach K-12 students about law and authority, criminality, the justice system, precautions against crime, and citizens' rights and responsibilities in crime resistance. The Criminology and Crime Resistance program makes use of local police, juvenile court personnel, bar association members, and other community workers to teach this high school elective course. Study topics include youth attitudes toward police, crime, and victimization, victim responsibility for crime reporting, and citizen action to reduce crime.

An assessment of attitudes of students before and after taking the course indicates students become more aware of crime situations and have improved attitudes toward police and the law.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

Local Example #2:

TIPS (Teaching Individuals Protective Strategies) Program

Charlottesville/Albemarle Counties, Virginia

Waynesboro, Virginia

Pittsburgh, Pennsylvania

TARGET POPULATION: K-12 students.

PURPOSE: Prevent crime by promoting positive attitudes and behavior and by helping students understand responsibility for their safety and for the safety of others.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

TIPS is an example of an FBI crime resistance program that stresses the promotion of positive student attitudes and behavior. The course focuses on values, the necessity of law, authority, conflict resolution, consequences of behavior, and the seriousness of criminal activity. A second emphasis is on helping students meet responsibilities for their own safety and the safety of others. Topics include victimization and vulnerability, reduction of vulnerability to crime, participation in the justice process, and consequences of apathy toward crime.

North Carolina and Pennsylvania adopted the program after field testing by the University of Virginia. It is endorsed by the Pennsylvania Department of Education and being tested on a Federal level to determine if Federal funding should be provided for expansion of the program.

NEW MODEL ME PROGRAM

Lakewood Board of Education

1470 Warren Road

Lakewood, Ohio 44107

Contact Person: Mr. John Roe, Title III Project Director

TARGET POPULATION: High school students; especially those with behavior difficulties.

PURPOSE: Teach appropriate and responsible attitudes to high school students.

TYPE OF PROGRAM: Primary prevention programs.

DESCRIPTION:

Developed under ESEA Title III grant funds, this six-unit course given to high school students in 29 states provides classroom discussion about why people behave the way they do, how to handle frustration and aggressive feelings, and how to make responsible decisions in everyday life. The course provides situational activities for a group to handle.

NONVIOLENCE AND CHILDREN PROGRAM

Friends Peace Committee

1515 Cherry Street

Philadelphia, Pennsylvania 19102

TARGET POPULATION: Elementary school aged children.

PURPOSE: Promote nonviolent attitudes and behavior.

TYPE OF PROGRAM: Primary prevention elementary school program.

DESCRIPTION:

Teaches children nonviolent attitudes and the skills for nonviolent conflict resolution. The program emphasizes:

- Affirmation of self and others.
- Sharing of information and experiences.
- Conflict resolution.
- Problem solving approaches.

ON CONFLICT

Diablo Valley Education Project

Berkeley, California

TARGET POPULATION: Secondary school aged children.

PURPOSE: Develop awareness of the concept and of issues of conflict.

TYPE OF PROGRAM: Primary prevention/secondary school curriculum.

DESCRIPTION:

An 8-week curriculum designed to give students an understanding of the concepts and realities of conflict, violence, war, and international behavior.

PACIFIC NORTHWEST PLATEAU TRIBE GROUP HOME

TARGET POPULATION: Pacific Northwest Indian Tribe children aged 1-18.

PURPOSE: Provide out-of-home services to Indian children within the tribe.

TYPE OF PROGRAM: Residential services for children and outreach services for parents.

DESCRIPTION:

This group home provides short-term shelter care, long-term placement, counseling, and minor medical treatment for Indian children, as well as outreach family counseling beyond the residential component. Reasons for placement include excessive drinking by parents, juvenile delinquency, and behavioral difficulties. Outreach services are provided to help parents with their problems and keep them involved with the children.

PORTLAND AREA INDIAN HEALTH SERVICE MENTAL HEALTH PROGRAM

Portland, Oregon

TARGET POPULATION: Indian youth, Pacific Northwest Tribe.

PURPOSE: Curb behavioral problems before they require formal/legal attention.

TYPE OF PROGRAM: Problem intervention program.

DESCRIPTION:

A "Whipper Man," as in Indian tradition, is designated to come to discuss and discipline children, allowing for a mental health program within ancient Indian tradition and part of the culture in which extended family contacts and community responsibilities for rearing children are as important as the responsibilities of the family.

POSITIVE ACTION THROUGH HOLISTIC EDUCATION (PATHE) PROGRAM

Charleston County Public Schools

Charleston, South Carolina

TARGET POPULATION: Primarily black middle school and high school students in Charleston, South Carolina.

PURPOSE: Provide supplementary affective and academic services to students, as well as improve the school climate and build faculty cohesion.

TYPE OF PROGRAM: School-based delinquency prevention program.

DESCRIPTION:

This program was set up in four Charleston middle schools and three high schools.

The project goals are to:

- Reduce occurrence of delinquent and inappropriate behavior.
- Reduce unexcused absences and tardiness.
- Increase successful transition to the job force and post-secondary education.
- Reduce academic failure.

Program interventions include student-level interventions (tutoring, counseling, study skills, job seeking skills), school-level interventions (resource room,

faculty inservices, school pride campaign, curriculum updates, field trip program, reading experience program, exploratory program, discipline review and revision, peer counseling, expanded extracurricular activities, student leadership teams student concerns support team, curriculum support team), and community-level interventions (career exploration programs, business education partnership, and parent leadership team).

PRE-SCHOOL MENTAL HEALTH PROGRAM

Detroit Public School System

Detroit, Michigan

TARGET POPULATION: 3- to 4-year old nonwhite children from lower income homes.

PURPOSE: Curb behavior learning difficulties.

TYPE OF PROGRAM: School-based intervention programs.

DESCRIPTION:

Provides screening, diagnoses, and remediation of school maladaptation among pre-schoolers in the Detroit public schools. The program uses undergraduate psychology majors as child aides. Evaluation of the program found favorable impact.

PREVENTING AND REDUCING SCHOOL VIOLENCE AND VANDALISM

National School Resource Network

5530 Wisconsin Avenue NW.

Washington, DC 20015

TARGET POPULATION: School administrators and personnel and related groups.

PURPOSE: Introduce approaches and resources for resolving and preventing crisis and conflicts in schools and improve communication and understanding.

TYPE OF PROGRAM: School personnel curriculum.

DESCRIPTION:

This curriculum provides seven units dealing with:

- Planning, implementing, and evaluating in the schools.
- School discipline programs.
- School climates.
- Interpersonal relations in resolving conflicts in the school.
- School security.
- School environments.
- Community as a problem-solving resource.

PRIMARY MENTAL HEALTH PROGRAM
Rochester Public School System
Rochester, New York

TARGET POPULATION: Primary-grade children with behavioral or learning problems.

PURPOSE: Curb behavioral or learning difficulties before they can develop.

TYPE OF PROGRAM: School-based intervention program.

DESCRIPTION:

Program staff screen primary-grade children for behavioral or learning problems, and nonprofessional child aides (housewives) who are professionally supervised provide intervention to children who are having difficulty.

PROJECT HOPE

Public School No. 24 .

Albany, New York

TARGET POPULATION: Female status offender.

PURPOSE: To prevent entry into the juvenile justice system and placement in long-term foster care.

TYPE OF PROGRAM: Counseling, tutoring, and recreation services.

DESCRIPTION:

Project Hope is a nonresidential program developed to prevent girls, mainly status offenders, from entering the juvenile justice system or being placed in long-term foster care. Many of the participants are substance abusers, although this is not necessarily the reason they join.

This after-school program provides counseling, tutoring, and recreation. The girls' school behavior, performance, and attendance are monitored weekly. Family counseling is also provided in the home setting.

PROJECT NEW PRIDE

Denver, Colorado

TARGET POPULATION: Juvenile delinquents with lengthy criminal records and social adjustment problems.

PURPOSE: To improve handling and training of repeat juvenile offenders.

TYPE OF PROGRAM: Delinquency rehabilitation program.

DESCRIPTION:

This program, designed to serve delinquents with lengthy criminal records, provides the following services: alternative schooling, correction of learning disabilities, vocational training, job placement, counseling, recreation, and cultural activities.

PROMOTING MENTAL HEALTH IN THE CLASSROOM

Karen Rohne Pritchett Todd, Ph.D.

National Institute of Mental Health

5600 Fishers Lane

Rockville, Maryland 20852

TARGET POPULATION: Teachers.

PURPOSE: Aid teachers in promoting self-awareness and self-esteem.

TYPE OF PROGRAM: Curriculum/handbook.

DESCRIPTION:

A manual outlining programs, games, discussion topics for promoting communication and self-disclosure between teachers and students and students and their peers.

SPECIAL PROGRAMS AIMED AT REACHING CHILDREN (SPARC)

Tempe Elementary School District 3

Tempe, Arizona

TARGET POPULATION: Emotionally disturbed elementary school aged children.

PURPOSE: To aid children in handling of deviant behavior.

TYPE OF PROGRAM: Elementary school intervention program.

DESCRIPTION:

This program intervenes with elementary school aged, emotionally disturbed children by providing counseling groups to promote positive peer relationships, counseling with behavioral methods in the classroom, use of behavior modification techniques of contracting, positive reinforcement, and successive approximation.

TIPS PROGRAM (TEACHING INDIVIDUALS PROTECTIVE STRATEGIES; TEACHING INDIVIDUALS POSITIVE SOLUTION)

Charlottesville City, Virginia, and Albemarle County School Systems

Scott Hamrick, Supervisor

TARGET POPULATION: Kindergarten through high school students

PURPOSE: Promote and maintain positive student attitudes and behavior, and assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

TYPE OF PROGRAM: Primary prevention school curriculum.

DESCRIPTION:

Attitudes toward rules, laws, authority, and conflict settlement are examined developmentally through the different grade levels in order to appropriate social attitudes and behaviors.

TRAINING MANUAL FOR CRISIS LINE VOLUNTEERS

Parental Stress Services, Inc.

154 Santa Clara Avenue

Oakland, California 94610

TARGET POPULATION: Organizers and volunteers of crisis hotlines.

PURPOSE: To train telephone volunteers.

TYPE OF PROGRAM: Manual.

DESCRIPTION:

Manual outline includes:

- Methods for selection of volunteers.
- Training session schedule.
- List of available film supplements.
- Legal aspects.
- Referrals.

YOUTH AND THE LAW

Educational Research Council of America

Rockefeller Building

614 Superior Avenue

West Cleveland, Ohio 44113

TARGET POPULATION: Junior high school students.

PURPOSE: Enhance law-related education.

TYPE OF PROGRAM: Student awareness/primary prevention.

DESCRIPTION:

Junior high school curriculum designed to examine youth and their relationship to the law, providing an awareness and understanding of their relationship. Topics covered include growing up, laws, crime delinquency, and the court systems.

YOUTH AS VICTIMS -- YOUTH CRIME PREVENTION PROGRAM

Portland Bureau of Police

Crime Prevention Diversion

Portland, Oregon

TARGET POPULATION: General public.

PURPOSE: Increase citizen awareness of youth crime prevention.

TYPE OF PROGRAM: Community awareness program.

DESCRIPTION:

This program is designed to increase citizen awareness of crime prevention techniques and to involve the entire community in crime prevention efforts. Common crimes against youth are identified, effects of crime upon a child's life are explained, and the behavior a child can learn to reduce victimization is examined.

OTHER PROGRAMS (Data Incomplete)

YLD PROGRAMS

TARGET POPULATION: Sexually abused children.

PURPOSE: Child advocacy and protection.

GROUP THERAPY WITH SEXUALLY MOLESTED CHILDREN
Rural California

TARGET POPULATION: Sexually abused children.

TYPE OF PROGRAM: Play therapy group. Part of overall family treatment program.

DESCRIPTION:

Play therapy group designed to restore children's self-esteem.

TEACHING CHILDREN SELF-CONTROL: A NEW RESPONSIBILITY FOR TEACHERS.

TARGET POPULATION: Elementary students (grades K-6).

PURPOSE: Means of preventing emotional and learning problems in children.

TYPE OF PROGRAM: Curriculum in special education.

DESCRIPTION:

Instructional curriculum of personal skills leading to self-directed behavior with responsibility.

III. HOMICIDE

Homicide can be regarded as the logical extreme of a violence continuum that is made up of successively more serious forms of assault. Many of the causes, findings, and suggestions for primary prevention found in the literature do not distinguish in a significant way between the two offenses. In this section we will therefore refer to both general studies of violent physical behavior and also those that deal exclusively with homicide. Our primary focus is on the victimization of juveniles, by both adults and other juveniles. While we reviewed some of the literature regarding juveniles as perpetrators of homicide, particularly with respect to the incidence of such offenses, we did not exhaust the literature. The broad topic of violence committed by juveniles, whether it results in homicide or various degrees of assault, has been the subject of intensive study by nearly every major criminologist. We have, however, sought to present as complete a picture as possible of the incidence and characteristics of juvenile homicide victimization and of interventions designed to prevent or reduce their incidence.

In this section, and in the section on victimization of children and youth by assault, we will focus on violence outside the family setting. The locale is frequently the school and playground, and in this case the phenomenon often takes place between nonstrangers and shows some of the interpersonal violence characteristics already identified in violence within the family setting. The theories and findings regarding all forms of violence in the schools are presented in Section IV on assault.

Children are also victims of homicide from strangers, and the etiology and preventive strategies will differ from those that are relevant for homicide by family members, schoolmates, and playmates.

1. STATISTICS

Homicide is the cause of 10% of the deaths of adolescents and young adults (Ogden, 1982), and it accounts for 5.1% of the deaths of persons aged 1-17 (Jason, 1983). One of the leading causes of infant mortality is bludgeoning by hands and fists. Since infants are usually with their parents, this form of child homicide falls within the larger phenomenon of child abuse, whose incidence, etiology, and preventive strategies were presented in Section I of this report.

Statistics on homicide are more complex and reliable than those on other forms of violence against children, as murder is difficult to conceal successfully. Table III-1 presents a comparison of 1977 and 1982 data on homicide victims by age and type of weapon used, drawn from the FBI's Uniform Crime Reports. Figure III-1 examines homicide victim trends by age between 1977 and 1982; there is a decrease in the total number of murders for the 1 to 19 age group, but the decrease is not significant when it is examined in relation to the corresponding decrease on the population of this age group. It can be seen Figure III-1 that victimization increases were experienced by the infant and 1 to 4 age groups.

Figure III-2 provides a comparison of homicide victimizations for infants through age 19 by type of weapon used for the years 1977 and 1982. Firearms were the leading weapon type used, especially for the 15 to 19 age group, as illustrated in Table III-1, with a small decline experienced for this weapon type between 1977 and 1982. It is worth noting the large increase (20%) in hand/fist homicides between 1977 and 1982; it corresponds directly with the infant and age 1-4 groups' homicide victimization increases.

Further analysis of UCR data indicates a preponderance of male homicide victims, both in the population at large and in the juvenile population. In 1982, of the 19,485 murder victims in the U.S. in all age groups, 14,748, or 75%, were male. For the age group 1 to 19, the proportion of males is only somewhat smaller--67% (1,646 boys and 815 girls). However, when only the 15 to 19 age group is studied, the proportion of young men is the same 75% as for the general population (U.S. Department of Justice, FBI, 1982).

One can conclude from the data presented that youth 15 to 19 years of age are at greater risk of becoming victims of homicide than children 1 to 14. There has been a recent increase in the homicide victim rate of children 1 to 4 years of age, from 2.2% of all deaths in 1970 to 3.8% in 1978 (U.S. Department of Health and Human Services, 1981). A very recent examination showed a sixfold increase since 1925 (Jason, 1983).

2. ETIOLOGY/FINDINGS

One of the major premises underlying our presentation of environmental and social correlates of violence against youth is the notion that the weakening of the protective or nurturing bond between children and adults accounts for some increase in risk of becoming victims. While this premise may be entirely valid in some instances, it does not explain why some youth with weak attachments to family, school, and church do not become victims. Moreover, this perspective does not speak to the variance in value systems across different cul-

TABLE III-1

HOMICIDE VICTIMS BY AGE AND TYPE OF WEAPONS USED, FOR 1977 and 1982

	INFANT		1 - 4		5 - 9		10 - 14		15 - 19		Total (Infant-19)	
	1977	1982	1977	1982	1977	1982	1977	1982	1977	1982	1977	1982
Number of Murders	174	228	345	352	187	159	224	200	1639	1525	2559	2463
Percentage Change	+31%		+2%		-15%		-10.7%		-7%		-4%	
Firearms	7	13	50	50	45	47	114	96	1021	965	1237	1171
Cutting/Stabbing	13	10	23	23	25	14	45	26	352	368	458	441
Club/Hammer	7	13	17	35	19	15	16	14	56	38	115	115
Hands/Fist	60	109	156	165	21	28	7	14	61	51	305	367
Poison	1	1	2	1	2	1	2	1	-	1	7	5
Explosives	-	0	-	0	-	1	2	1	1	1	3	3
Arson	11	9	26	32	32	25	6	15	12	14	87	95
Narcotics	1	0	2	1	-	0	-	1	3	0	6	2
Strangulation	2	1	8	4	8	9	16	12	69	41	103	67
Asphyxiation	20	28	25	6	14	1	4	5	7	3	70	43
Other	52	44	36	35	21	18	12	15	57	43	178	155

Source: Table constructed based on data presented in Uniform Crime Reports for 1977 and 1982 (U.S. Department of Justice: Federal Bureau of Investigation).

FIGURE III-1
HOMICIDE VICTIMS BY AGE FOR 1977 and 1982

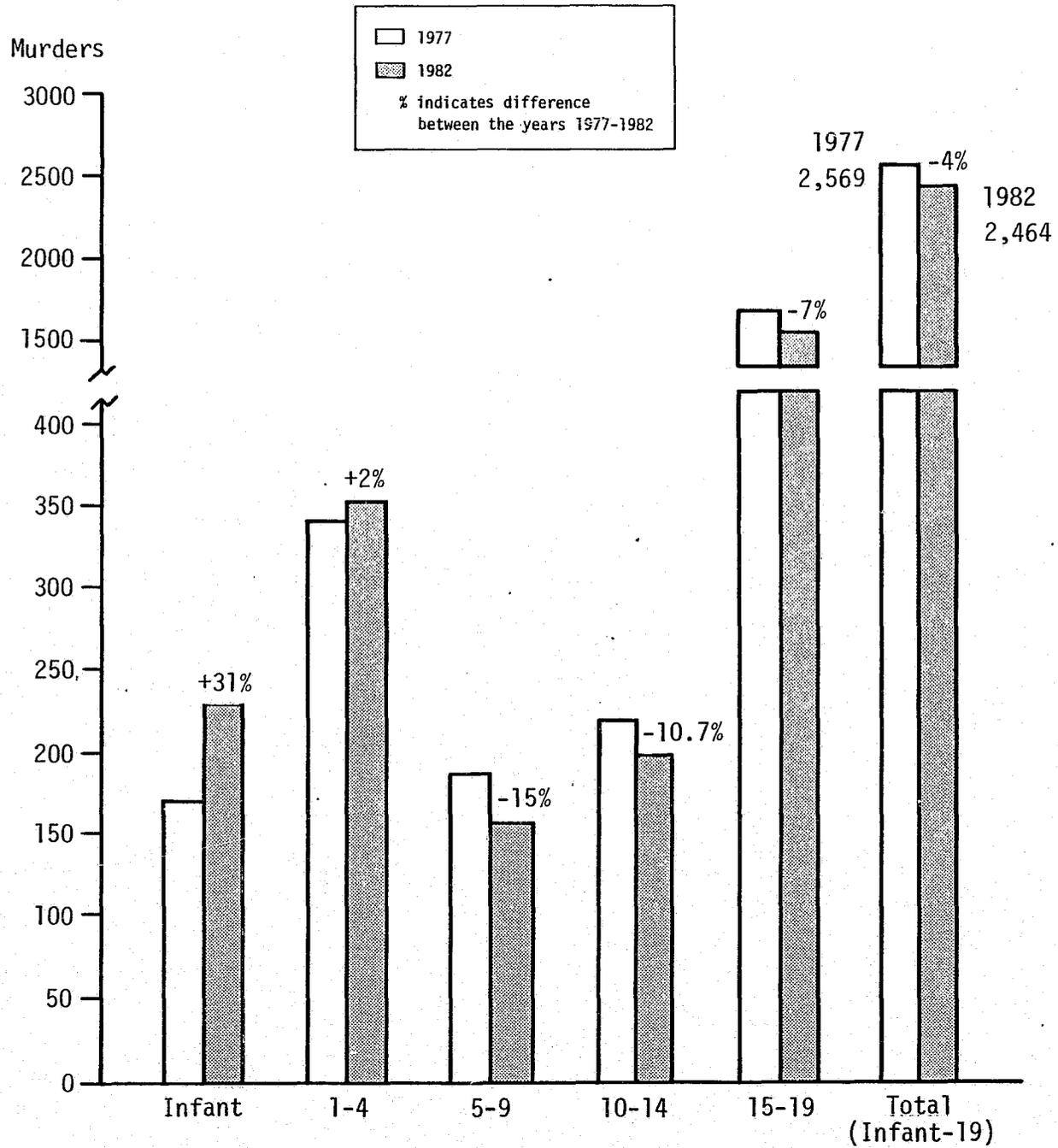
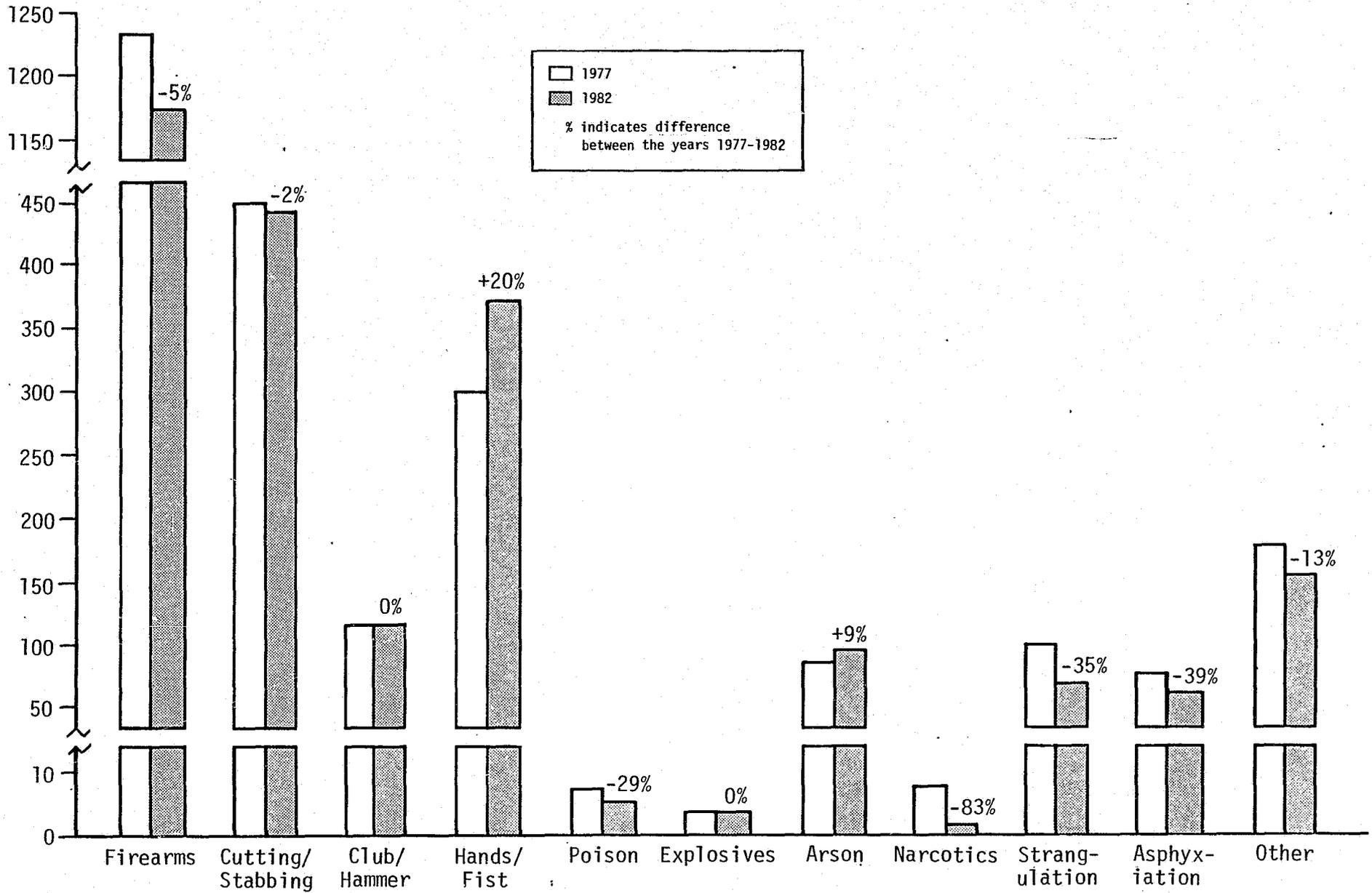


FIGURE III-2
HOMICIDE VICTIMS (INFANTS-19) BY TYPE OF WEAPON, FOR 1977 AND 1982



tures that may exacerbate or actually attenuate the significance of social bonding on victimization.

Wolfgang and Ferracuti (1967) attempted to explain high rates of violent crimes in specific cultures and the proneness toward the use of violence as a problem-solving mechanism. According to this perspective, members of the violent subculture possess a series of shared values, differing from those of the dominant culture, that are learned, adopted, and exhibited by all participants (Cloward and Ohlin, 1960). While Wolfgang and Ferracuti focused their attention on subcultural determinants of homicide, their thesis was applied to less extreme forms of criminal violence including armed robbery, aggravated assault, and rape. The significant issue here is that Wolfgang and Ferracuti's perspective suggests that the overt expression of violence is part of a subcultural normative system; in other words, violence is a legitimate, accepted means for achieving desired ends in this subcultural framework (Abidinsky, 1981).

This violent subculture perspective has application to our exploration into child victimization settings in a number of different ways. For example, Wolfgang and Ferracuti suggest that among social classes there seem to be variations in ideas and attitudes toward the use of violence. They present findings suggesting that lower class boys, for example, appear more likely to be oriented toward direct expression of aggression than middle-class boys. Moreover, lower class mothers report that they or their husbands are likely to strike their children or threaten to strike them, whereas middle class mothers report that they impose psychological rather than physical punishment.

Wolfgang and Ferracuti's subcultural hypothesis addresses many different factors to isolate the features that actually define the subculture of violence. Beyond social class distinctions, the authors discuss ethnicity, race, demographic characteristics, age, family structures, and other features to identify where violence as an acceptable, normative behavior exists.

The subcultural argument for the "normalization" of violence appears often in the literature on the causes of crime and delinquency. When criminal or delinquent activity is considered within the framework of values, it is clear that certain subcultural value systems may provide for greater reinforcement of violence and illegitimate behavior. Subcultural settings conducive to violence or criminal activity, or both, provide an environment that is of inevitably high risk to youth.

This idea is further developed by Hindelang et al. (1980) in their "lifestyle exposure" theory. They suggest that the risk of victimization is contingent upon one's specific lifestyle variables and resulting exposure to victimiza-

tion situations. Such variables include the degree to which individuals are away from home, out late at night, and in public places. Subsection 3, Theories/Hypotheses, provides a detailed discussion of this theory and its postulates.

3. THEORIES/HYPOTHESES: INTERVENTION/PREVENTION OF HOMICIDE

Hindelang et al. (1980), in their lifestyle exposure theory, provide a theoretical model that "postulates the antecedents of lifestyle and the mechanisms that link lifestyle with victimization." Hindelang projects that role expectations and social structure (economic, familial, educational, legal) impose constraints to which persons must adapt if they are to function smoothly in society. The role expectations and structural constraints are dependent upon a person's demographic characteristics--age, sex, race, income, marital status, education, and occupation. Adaptations occur on both the individual and group levels, as people learn skills and attitudes that allow them to function independently, while people with similar backgrounds react in similar ways. Adaptations, resulting in regular behavior patterns and daily routines, then constitute a person's lifestyle.

Lifestyle differences, as discussed by Hindelang, result from differences in role expectations, structural constraints, and individual and subcultural adaptations. Variations in lifestyles are related differentially to the probabilities of being in particular places at particular times and coming into contact with persons who have particular characteristics, thus implying that high victimization risk is associated with exposure to high victimization risk situations. The conditions of victimization--offender/victim interaction, disputes or claims that make victims appropriate objects, and offender willingness and perceived advantage to threaten or use force--are closely associated to lifestyle and exposure to victimization risk situations.

From the lifestyle exposure theory, and experience from National Crime Survey data (victimization data), Hindelang et al., construct eight propositions, applicable here as they relate to the development of homicide prevention and victimization prevention strategies in general:

- Time spent in public places, especially at night, is directly related to the probability of suffering personal victimization.
- Probability of being in particular places at particular times is a function of lifestyle.
- Social contacts and interactions occur most among persons with similar lifestyles.

- Chance of victimization is dependent upon the degree of shared demographic characteristics between the offender and victim.
- The amount of time spent among nonfamily members is based upon lifestyle.
- Probability of personal victimization increases in relation to time spent among nonfamily members.
- Lifestyle variations are associated with variations in the ability of individuals to isolate themselves from persons with offender characteristics.
- Lifestyle variations are associated with variations in the convenience, the desirability, and vulnerability of the potential victim as a target.

4. LEGISLATION/PROGRAMS/INTERVENTIONS/EVALUATIONS

Although we did not uncover programs directed specifically to the prevention of child homicide, many programs have as their primary aim the prevention of child victimization of all kinds. The school programs, particularly those entitled Law Related Education, focus on three preventive strategies:

1. Alerting children to criminal dangers and presenting some avoidance and coping strategies.
2. Instilling a respect for the law and teaching citizen responsibility to cooperate with law enforcement personnel in detecting and reporting crime.
3. Teaching stress coping skills that will reduce the likelihood that youth themselves will engage in violent behavior.

Since delinquent youth have a higher risk for victimization than nondelinquent youth, all three strategies, when successfully carried out, will have as their result the reduction of violence against youth.

AFTER SCHOOL TREATMENT PROGRAM

Children's Psychiatric Center/Community Mental Health Center

Morgansville, New Jersey

Contact Person(s): Norman Epstein, Ph.D., Director of Transitional Services
Nikos Maragos, MSW; Coordinator of Partial Hospitalization
Programs

TARGET POPULATION: 10-12- and 13-17-year-old males with behavior problems.

PURPOSE: Curb behavioral problems and prevent further development of
behavioral problems.

TYPE OF PROGRAM: Academic remediation and socialization.

DESCRIPTION:

Provides after-school academic remediation and socialization for preadolescent and adolescent males with a history of acting out at home, in school, and in the community. Reality therapy-type treatment is used. Two 6-hour sessions are held per week, with 2-4 staff members guiding groups of 8-10 youth. Program components include socialization and recreation, group therapy, academic remediation, dinner, and day camping in the summer.

ALTERNATIVES, INC.

Newport News, Virginia

TARGET POPULATION: Teachers and school officials K-12.

PURPOSE: To train school personnel in educating students concerning alcohol, drug, and substance abuse.

TYPE OF PROGRAM: Training, counseling, technical assistance.

DESCRIPTION:

Alternatives, Inc., is a private, nonprofit group that works under contract to the local public school district to provide teacher training and technical assistance for educating students about alcohol, drug, and substance abuse. The program has been in operation since 1974 and begins in grades K-6. In the junior and senior high schools inservice training is given to guidance counselors and principals also.

Peer counseling and counseling of abusers is also part of the Alternatives, Inc., method of prevention and intervention.

BETTER SCHOOLS, BETTER PEOPLE: HOW SCHOOLS CAN HELP PREVENT DRUG AND ALCOHOL ABUSE

California State Department of Education
Sacramento, California

TARGET POPULATION: Elementary and secondary students.

PURPOSE: Elevate self-esteem in an effort to prevent drug use.

TYPE OF PROGRAM: Curriculum supplement.

DESCRIPTION:

A combination of the following components is used to improve the relationship between students and schools:

- Communication training.
- Peer tutoring/counseling.
- Parent education.

CONFLICT RESOLUTION

Social Studies Program

Dade County Public Schools

Miami, Florida

TARGET POPULATION: Secondary school students

PURPOSE: Provide alternatives to violence and victimization in human interaction.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

This course suitable for junior and senior high school students is designed to provide an understanding of human interactions so that the students will seek means other than violence and victimization in dealing with each other. Topics addressed include:

- basic psychological needs
- values clarification
- causes and effects of functional and dysfunctional behavior
- philosophy, proponents, and application of nonviolence
- attitudes and processes for nonviolent change.

The use of discussion and group interaction is an integral part of the course, which also includes readings and audiovisual presentations.

CONSTRUCTIVE CONTROL OF AGGRESSIVE BEHAVIOR

Lakewood Public Schools

1470 Warren Road

Lakewood, Ohio 44107

Contact Person: Robert C. Carvise, Superintendent

TARGET POPULATION: Students grades 1-12.

PURPOSE: Develop constructive control of aggression.

TYPE OF PROGRAM: Primary prevention school-based curriculum.

DESCRIPTION:

This curriculum is designed to assist students in grades 1-12 in dealing with knowledge, attitudes, and behaviors involved in the constructive control of aggression.

CRIME PREVENTION

Metropolitan Atlanta Crime Commission

Atlanta, Georgia

TARGET POPULATION: Local police and community groups.

PURPOSE: Provide information to target population regarding crime prevention programs.

TYPE OF PROGRAM: Crime prevention manual.

DESCRIPTION:

This manual was designed to assist local police and community groups in developing, implementing, and evaluating cooperative crime prevention programs. Programs designed to prevent crimes against youth, women, and senior citizens are also presented.

DEALING WITH CAUSES OF BEHAVIOR

Educational Research Council of America

Rockefeller Building

Cleveland, Ohio 44113

TARGET POPULATION: Fourth and fifth graders.

PURPOSE: Help students understand motivations, frustrations, and appropriate responses to behaviors.

TYPE OF PROGRAM: Primary prevention school-based curriculum.

DESCRIPTION:

The course is designed to help children understand behavior, express themselves appropriately, and satisfy their emotional needs. The eight units of the program deal with fears and security; self-worth; friendship and belonging; anger; and behavior toward others and property. The program focuses upon motivating forces, perceptions and abilities, and the immediate physical setting.

EFFECTIVE PARENTING INFORMATION FOR CHILDREN (EPIC)

State University College at Buffalo

Buffalo, New York

TARGET POPULATION: Pre-kindergarten through grade 12 children and their parents.

PURPOSE: To help children become responsible adults and parents.

TYPE OF PROGRAM: In-school education, parent workshops.

DESCRIPTION:

EPIC is a system for reaching into the home, the school, and the community to prepare children to be responsible adults. Begun in 1981, it is a program of primary prevention not only for child abuse and neglect but for the prevention of teenage pregnancies, juvenile crime, and drug and alcohol abuse.

School. Activities through grade 6 help children improve self-concept and self-esteem, develop responsible behavior through rules, rights, and responsibilities, and strengthen problem-solving, communication, and decisionmaking skills. This phase of the curriculum is being implemented in 50 Buffalo elementary schools by teachers who have participated in special training courses. The curriculum for grades 7-12, ready for piloting and implementation, will address preparation for beginning a health family, understanding of potential prevention of birth defects, and need for good prenatal care. It includes courses on child development and family dynamics.

Home. Day and evening parent workshops offer information about parenting concerns, an opportunity for parent-to-parent exchange of ideas, and a way to forge stronger links between the home, school, and community. Topic areas for workshops have included parenting styles, communication, behavior management, and coping.

Community. The community assists with human and financial resources that help underwrite the program.

EPIC's ultimate goal is to create a home/school/community model that can be replicated in any community in the country. The "EPIC package" includes a procedures manual and curriculum materials

**THE EFFECTS OF AN EDUCATION INTERVENTION PROGRAM FOR
JUVENILE DRUG ABUSERS AND THEIR PARENTS**

TARGET POPULATION: Juvenile drug abusers and their parents.

PURPOSE: Educate participants in family communication and drug
knowledge.

DESCRIPTION:

Combination of family involvement and peer pressure aids participants in
alteration of drug abuse lifestyle.

LAW FOCUSED CURRICULUM GUIDE PROJECT

Southwest Center for Human Relations Studies

University of Oklahoma

555 Constitution Avenue

Norman, Oklahoma 73037

TARGET POPULATION: Elementary and secondary school students.

PURPOSE: Enhance law-related education.

TYPE OF PROGRAM: Student awareness/primary prevention.

DESCRIPTION:

Funded by the Oklahoma Crime Commission, this project provides 24 model units to help elementary and secondary students learn about the functions and procedures of the criminal justice system and an individual's rights and responsibilities under the law.

LAW-RELATED EDUCATION (LRE)

National Program

TARGET POPULATION: Students K-12.

PURPOSE: Prevent crime and violence by developing an understanding and respect for our legal system and citizen responsibility for supporting and maintaining it.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

LRE programs, jointly funded by the Department of Education and the Department of Justice, are implemented in school districts across the country with technical assistance from such groups as the Children's Legal Rights Information and Training Program, Phi Alpha Delta Law Fraternity, National Institute for Citizen Education, Law in a Free Society, the National Street Law Institute, the Constitutional Rights Foundation, and cooperating State and local organizations. These organizations develop curriculums and teaching materials and train teachers to conduct an education program that imparts an understanding of the legal and political foundations of American society and of citizen responsibility for preserving the rule of law.

LRE programs provide the basic educational underpinnings of crime and violence prevention as they stress orderly, legal methods of effecting change and achieving desired ends. Children in the program are taught responsibility for main-

taining an orderly society and for deterring crime and cooperating with law-enforcement authorities.

There is a wide variety of LRE programs, some targeted to particular minority populations, some making use of law students and law enforcement personnel as instructors or speakers, and some adopting such techniques as mock trial competitions.

Ultimate success of such a basic crime prevention program can be measured only over time and in a national context, if at all. Although the program has been in operation several years in an expanding number of school districts, no full evaluation of its long term impact can yet be made.

MAGIC CIRCLES/HUMAN DEVELOPMENT PROGRAM

San Diego Human Development Training Institute

San Diego, California

TARGET POPULATION: Elementary school aged children.

PURPOSE: Emphasize the effective development of children to improve school performance.

TYPE OF PROGRAM: Curricular approach to preventive mental health.

DESCRIPTION:

This curriculum, aimed at improving interpersonal communication of elementary school aged children, has three main areas of focus: awareness, mastery, and social interaction.

MEDIATION ALTERNATIVE PROJECT

Port Washington, New York

TARGET POPULATION: Troubled youth.

PURPOSE: Conflict resolution.

TYPE OF PROGRAM: Mediation.

DESCRIPTION:

The Mediation Alternative Project provides mediation services to all types of youth, including PINS (persons in need of supervision), abused children, and previously adjudicated children. Referrals to the program come from courts, police, and schools.

Mediators--volunteers trained in both family mediation and victim-offender mediation--require that both parties participate. The process consists of an attempt to facilitate an agreement between the two parties. If counseling is needed, referral is made to other agencies. The program reports an 85-percent success rate for those who go through the mediation process.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

CORE CURRICULUM IN PREVENTING AND REDUCING SCHOOL VIOLENCE AND VANDALISM

TARGET POPULATION: Teachers, education officials, community leaders, criminal justice personnel.

PURPOSE: Prevent conflict and thus violence in the schools.

TYPE OF PROGRAM: Course of study.

DESCRIPTION:

This seven-course program to improve the school environment addresses ways teachers and principals can create a school climate that minimizes sources of conflict and provides peaceful means for resolving interpersonal problems. Issues addressed include discipline, security, and the use of problem-solving resources in the community.

One course, "Interpersonal Relations," provides specific strategies for managing conflict, dealing with gang problems, and "devictimizing" teachers and students. Typical student victims are seen to be usually outside the mainstream of the

school environment and are often low academic achievers, either younger or older than the majority of their classmates, not involved in school activities, and members of minority groups. The course addresses ways to counsel victims and to change school policies and programs to prevent further victimization.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

Local Example #1:

CRIMINOLOGY AND CRIME RESISTANCE

DeKalb County, Georgia

TARGET POPULATION: Secondary school students

PURPOSE: Prevent crime by improving students' attitudes toward police and the law.

TYPE OF PROGRAM: In-school education, including outside speakers, audiovisuals.

DESCRIPTION:

The FBI assists local police in developing programs that teach K-12 students about law and authority, criminality, the justice system, precautions against crime, and citizens' rights and responsibilities in crime resistance. The Criminology and Crime Resistance program makes use of local police, juvenile court personnel, bar association members, and other community workers to teach this high school elective course. Study topics include youth attitudes toward police, crime, and victimization, victim responsibility for crime reporting, and citizen action to reduce crime.

An assessment of attitudes of students before and after taking the course indicates students become more aware of crime situations and have improved attitudes toward police and the law.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

Local Example #2:

TIPS (Teaching Individuals Protective Strategies) Program

Charlottesville/Albemarle Counties, Virginia

Waynesboro, Virginia

Pittsburgh, Pennsylvania

TARGET POPULATION: K-12 students.

PURPOSE: Prevent crime by promoting positive attitudes and behavior and by helping students understand responsibility for their safety and for the safety of others.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

TIPS is an example of an FBI crime resistance program that stresses the promotion of positive student attitudes and behavior. The course focuses on values, the necessity of law, authority, conflict resolution, consequences of behavior, and the seriousness of criminal activity. A second emphasis is on helping students meet responsibilities for their own safety and the safety of others. Topics include victimization and vulnerability, reduction of vulnerability to crime, participation in the justice process, and consequences of apathy toward crime.

North Carolina and Pennsylvania adopted the program after field testing by the University of Virginia. It is endorsed by the Pennsylvania Department of Education and being tested on a Federal level to determine if Federal funding should be provided for expansion of the program.

NEW MODEL ME PROGRAM

Lakewood Board of Education

1470 Warren Road

Lakewood, Ohio 44107

Contact Person: Mr. John Roe, Title III Project Director

TARGET POPULATION: High school students; especially those with behavior difficulties.

PURPOSE: Teach appropriate and responsible attitudes to high school students.

TYPE OF PROGRAM: Primary prevention programs.

DESCRIPTION:

Developed under ESEA Title III grant funds, this six-unit course given to high school students in 29 states provides classroom discussion about why people behave the way they do, how to handle frustration and aggressive feelings, and how to make responsible decisions in everyday life. The course provides situational activities for a group to handle.

NONVIOLENCE AND CHILDREN PROGRAM

Friends Peace Committee

1515 Cherry Street

Philadelphia, Pennsylvania 19102

TARGET POPULATION: Elementary school aged children.

PURPOSE: Promote nonviolent attitudes and behavior.

TYPE OF PROGRAM: Primary prevention elementary school program.

DESCRIPTION:

Teaches children nonviolent attitudes and the skills for nonviolent conflict resolution. The program emphasizes:

- Affirmation of self and others.
- Sharing of information and experiences.
- Conflict resolution.
- Problem solving approaches.

ON CONFLICT

Diablo Valley Education Project

Berkeley, California

TARGET POPULATION: Secondary school aged children.

PURPOSE: Develop awareness of the concept and of issues of conflict.

TYPE OF PROGRAM: Primary prevention/secondary school curriculum.

DESCRIPTION:

An 8-week curriculum designed to give students an understanding of the concepts and realities of conflict, violence, war, and international behavior.

PACIFIC NORTHWEST PLATEAU TRIBE GROUP HOME

TARGET POPULATION: Pacific Northwest Indian Tribe children aged 1-18.

PURPOSE: Provide out-of-home services to Indian children within the tribe.

TYPE OF PROGRAM: Residential services for children and outreach services for parents.

DESCRIPTION:

This group home provides short-term shelter care, long-term placement, counseling, and minor medical treatment for Indian children, as well as outreach family counseling beyond the residential component. Reasons for placement include excessive drinking by parents, juvenile delinquency, and behavioral difficulties. Outreach services are provided to help parents with their problems and keep them involved with the children.

PORTLAND AREA INDIAN HEALTH SERVICE MENTAL HEALTH PROGRAM

Portland, Oregon

TARGET POPULATION: Indian youth, Pacific Northwest Tribe.

PURPOSE: Curb behavioral problems before they require formal/legal attention.

TYPE OF PROGRAM: Problem intervention program.

DESCRIPTION:

A "Whipper Man," as in Indian tradition, is designated to come to discuss and discipline children, allowing for a mental health program within ancient Indian tradition and part of the culture in which extended family contacts and community responsibilities for rearing children are as important as the responsibilities of the family.

POSITIVE ACTION THROUGH HOLISTIC EDUCATION (PATHE) PROGRAM

Charleston County Public Schools

Charleston, South Carolina

TARGET POPULATION: Primarily black middle school and high school students in Charleston, South Carolina.

PURPOSE: Provide supplementary affective and academic services to students, as well as improve the school climate and build faculty cohesion.

TYPE OF PROGRAM: School-based delinquency prevention program.

DESCRIPTION:

This program was set up in four Charleston middle schools and three high schools.

The project goals are to:

- Reduce occurrence of delinquent and inappropriate behavior.
- Reduce unexcused absences and tardiness.
- Increase successful transition to the job force and post-secondary education.
- Reduce academic failure.

Program interventions include student-level interventions (tutoring, counseling, study skills, job seeking skills), school-level interventions (resource room,

faculty inservices, school pride campaign, curriculum updates, field trip program, reading experience program, exploratory program, discipline review and revision, peer counseling, expanded extracurricular activities, student leadership teams student concerns support team, curriculum support team), and community-level interventions (career exploration programs, business education partnership, and parent leadership team).

PRE-SCHOOL MENTAL HEALTH PROGRAM

Detroit Public School System

Detroit, Michigan

TARGET POPULATION: 3- to 4-year old nonwhite children from lower income homes.

PURPOSE: Curb behavior learning difficulties.

TYPE OF PROGRAM: School-based intervention programs.

DESCRIPTION:

Provides screening, diagnoses, and remediation of school maladaptation among pre-schoolers in the Detroit public schools. The program uses undergraduate psychology majors as child aides. Evaluation of the program found favorable impact.

PREVENTING AND REDUCING SCHOOL VIOLENCE AND VANDALISM

National School Resource Network

5530 Wisconsin Avenue NW.

Washington, DC 20015

TARGET POPULATION: School administrators and personnel and related groups.

PURPOSE: Introduce approaches and resources for resolving and preventing crisis and conflicts in schools and improve communication and understanding.

TYPE OF PROGRAM: School personnel curriculum.

DESCRIPTION:

This curriculum provides seven units dealing with:

- Planning, implementing, and evaluating in the schools.
- School discipline programs.
- School climates.
- Interpersonal relations in resolving conflicts in the school.
- School security.
- School environments.
- Community as a problem-solving resource.

PRIMARY MENTAL HEALTH PROGRAM

Rochester Public School System

Rochester, New York

TARGET POPULATION: Primary-grade children with behavioral or learning problems.

PURPOSE: Curb behavioral or learning difficulties before they can develop.

TYPE OF PROGRAM: School-based intervention program.

DESCRIPTION:

Program staff screen primary-grade children for behavioral or learning problems, and nonprofessional child aides (housewives) who are professionally supervised provide intervention to children who are having difficulty.

PROJECT HOPE

Public School No. 24 .

Albany, New York

TARGET POPULATION: Female status offender.

PURPOSE: To prevent entry into the juvenile justice system and placement in long-term foster care.

TYPE OF PROGRAM: Counseling, tutoring, and recreation services.

DESCRIPTION:

Project Hope is a nonresidential program developed to prevent girls, mainly status offenders, from entering the juvenile justice system or being placed in long-term foster care. Many of the participants are substance abusers, although this is not necessarily the reason they join.

This after-school program provides counseling, tutoring, and recreation. The girls' school behavior, performance, and attendance are monitored weekly. Family counseling is also provided in the home setting.

PROJECT NEW PRIDE

Denver, Colorado

TARGET POPULATION: Juvenile delinquents with lengthy criminal records and social adjustment problems.

PURPOSE: To improve handling and training of repeat juvenile offenders.

TYPE OF PROGRAM: Delinquency rehabilitation program.

DESCRIPTION:

This program, designed to serve delinquents with lengthy criminal records, provides the following services: alternative schooling, correction of learning disabilities, vocational training, job placement, counseling, recreation, and cultural activities.

PROMOTING MENTAL HEALTH IN THE CLASSROOM

Karen Rohne Pritchett Todd, Ph.D.

National Institute of Mental Health

5600 Fishers Lane

Rockville, Maryland 20852

TARGET POPULATION: Teachers.

PURPOSE: Aid teachers in promoting self-awareness and self-esteem.

TYPE OF PROGRAM: Curriculum/handbook.

DESCRIPTION:

A manual outlining programs, games, discussion topics for promoting communication and self-disclosure between teachers and students and students and their peers.

SPECIAL PROGRAMS AIMED AT REACHING CHILDREN (SPARC)

Tempe Elementary School District 3

Tempe, Arizona

TARGET POPULATION: Emotionally disturbed elementary school aged children.

PURPOSE: To aid children in handling of deviant behavior.

TYPE OF PROGRAM: Elementary school intervention program.

DESCRIPTION:

This program intervenes with elementary school aged, emotionally disturbed children by providing counseling groups to promote positive peer relationships, counseling with behavioral methods in the classroom, use of behavior modification techniques of contracting, positive reinforcement, and successive approximation.

TIPS PROGRAM (TEACHING INDIVIDUALS PROTECTIVE STRATEGIES; TEACHING INDIVIDUALS POSITIVE SOLUTION)

Charlottesville City, Virginia, and Albemarle County School Systems

Scott Hamrick, Supervisor

TARGET POPULATION: Kindergarten through high school students

PURPOSE: Promote and maintain positive student attitudes and behavior, and assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

TYPE OF PROGRAM: Primary prevention school curriculum.

DESCRIPTION:

Attitudes toward rules, laws, authority, and conflict settlement are examined developmentally through the different grade levels in order to appropriate social attitudes and behaviors.

YOUTH AND THE LAW

Educational Research Council of America

Rockefeller Building

614 Superior Avenue

West Cleveland, Ohio 44113

TARGET POPULATION: Junior high school students.

PURPOSE: Enhance law-related education.

TYPE OF PROGRAM: Student awareness/primary prevention.

DESCRIPTION:

Junior high school curriculum designed to examine youth and their relationship to the law, providing an awareness and understanding of their relationship. Topics covered include growing up, laws, crime delinquency, and the court systems.

YOUTH AS VICTIMS -- YOUTH CRIME PREVENTION PROGRAM

Portland Bureau of Police

Crime Prevention Diversion

Portland, Oregon

TARGET POPULATION: General public.

PURPOSE: Increase citizen awareness of youth crime prevention.

TYPE OF PROGRAM: Community awareness program.

DESCRIPTION:

This program is designed to increase citizen awareness of crime prevention techniques and to involve the entire community in crime prevention efforts. Common crimes against youth are identified, effects of crime upon a child's life are explained, and the behavior a child can learn to reduce victimization is examined.

OTHER PROGRAMS (Data Incomplete)

TEACHING CHILDREN SELF-CONTROL: A NEW RESPONSIBILITY FOR TEACHERS.

TARGET POPULATION: Elementary students (grades K-6).

PURPOSE: Means of preventing emotional and learning problems in children.

TYPE OF PROGRAM: Curriculum in special education.

DESCRIPTION:

Instructional curriculum of personal skills leading to self-directed behavior with responsibility.

IV. ASSAULT

Children and youth are victims and perpetrators of assault both at home and outside the home. In-home assault is discussed at length in Section I on child abuse. Here we focus on assault outside the home, with particular attention paid to one of the other major locales for juvenile assault--the school.

We have included a discussion of research on "Fourth Grade Slump" because at this age youth undergo a variety of stresses and influences that propel some of them into delinquency and the risks for victimization that delinquency represents. The stresses may lead them to develop violent behaviors as well.

1. STATISTICS

Table IV-1 depicts the estimated number of assault victimizations by age group according to National Crime Survey data for 1980. Of the total number of assaults (aggravated and simple combined), 1,364,073, or 31.2%, were of juveniles 12 to 19 years of age. For simple assaults, juveniles aged 12-19 represent 31.4% of total simple assaults, while they represent 30.7% of all aggravated assaults.

In further exploring juvenile assault victimization statistics, we found that males are more often assault victims than females. As illustrated in Table IV-2, in 1980 males (aged 12-19) made up 66.8% of all assaults upon that age group. Males were also aggravated assault victims at a higher rate (73.2%), while making up 63.2% of the simple assault victimizations. An examination of racial characteristics of assault victims shows that in 1980 white youth aged 12-19 made up 85.8% of all assaults upon that age group, while the remaining 14.2% were black or of other racial origin, (see Table IV-3). For aggravated assault, the black and other youth victimization rate increases to 19.3% of all youth victimizations, while decreasing to 11.2% of all simple assaults upon youth aged 12-19.

2. ETIOLOGY

In Section III we reviewed some expressions of the theory on the subculture of violence. We repeat some of it here because of its appropriateness to assault victimization. One of the major premises underlying our presentation of environmental and social correlates of violence against youth is the notion that the weakening of the protective or nurturing bond between children and adults accounts for some increase in risk of becoming a victim. While this premise may be entirely valid in some instances, it does not explain why some youth with weak

Table IV-1: Estimated Number of Assault Victimization by Age of Victim - 1980

	<u>Age of Victim</u>				<u>TOTAL</u>
	<u>12-19</u>	(%)	<u>20 & Older</u>	(%)	
<u>Assault Total</u>	1,364,073	(31.2%)	3,006,970	(68.8%)	4,371,043 (100%)
- <u>Aggravated Assault</u>	490,363	(30.7%)	1,106,417	(69.3%)	1,596,780 (100%)
- <u>Simple Assault</u>	873,710	(31.4%)	1,900,553	(68.6%)	2,774,263 (100%)

Source: Based on data from Sourcebook of Criminal Justice Statistics, 1982, (U.S. Department of Justice, Bureau of Justice Statistics, p. 296 - Table 3.3.)

Table IV-2: Estimated Number of Assault Victims Aged 12-19, by Sex - 1980

	<u>Male</u>	(%)	<u>Female</u>	(%)
	<u>Assault Total</u>	911,079	(66.8%)	452,293
- <u>Aggravated Assault</u>	359,205	(73.2%)	131,158	(26.8%)
- <u>Simple Assault</u>	551,875	(63.2%)	321,835	(36.8%)

Source: Based on data from Sourcebook of Criminal Justice Statistics, 1982, (U.S. Department of Justice, Bureau of Justice Statistics; p 296 - Table 3.3)

Table IV-3: Estimated Number of Assault Victims Aged 12-19, by Race - 1980

	<u>White</u>	(%)	<u>Black & Others</u>	(%)
	<u>Assault Total</u>	1,171,395	(85.8%)	192,677
- <u>Aggravated Assault</u>	395,961	(80.7%)	94,401	(19.3%)
- <u>Simple Assault</u>	775,434	(88.8%)	98,276	(11.2%)

Source: Based on data from Sourcebook of Criminal Justice Statistics, 1982, (U.S. Department of Justice, Bureau of Justice Statistics; p 298 - Table 3.4)

attachments to family, school, or church do not become victims. Moreover, this perspective does not speak to the variance in value systems across different cultures that may exacerbate or actually attenuate the significance of social bonding on victimization.

Wolfgang and Ferracuti (1967) attempted to explain high rates of violent crimes in specific cultures and the proneness toward the use of violence as a problem-solving mechanism. According to their perspective, members of the violent subculture possess a series of shared values, differing from those of the dominant culture, that are learned, adopted, and exhibited by all participants. While Wolfgang and Ferracuti focused their attention on subcultural determinants of homicide, their thesis was applied to less extreme forms of criminal violence including armed robbery, aggravated assault, and rape. The significant issue here is that Wolfgang and Ferracuti's perspective suggests that the overt expression of violence is part of a subcultural normative system; in other words, violence is a legitimate, accepted means for achieving desired ends in this subcultural framework.

This violent subculture perspective has application to our exploration into child victimization settings, and in particular with assault, in a number of different ways. For example, Wolfgang and Ferracuti suggest that among social classes there seem to be variations in ideas and attitudes toward the use of violence. They present findings suggesting that lower class boys, for example, appear more likely to be oriented toward direct expression of aggression than middle-class boys. Moreover, lower class mothers report that they or their husbands are likely to strike their children or threaten to strike them, whereas middle class mothers report that they impose psychological rather than physical punishment.

Wolfgang and Ferracuti's subcultural hypothesis addresses many different factors to isolate the features that actually define the subculture of violence. Beyond social class distinctions, the authors discuss ethnicity, race, demographic characteristics, age, family structures, and other factors to identify where violence exists as an acceptable, normative behavior.

The subcultural argument for the "normalization" of violence is often applied to the study of the causes of crime and delinquency. When criminal or delinquent activity is considered within the framework of values, it is clear that certain subcultural value systems may provide for greater reinforcement of violence and illegitimate behavior (O'Connor, 1978, and Poland, 1978). Subcultural settings conducive to violence or criminal activity, or both, provide an environment that is of inevitably high risk to youth.

In the lifestyle-exposure theory (Hindelang et al., 1980), a general victimization theory relative to this discussion, the central postulate is that lifestyle is closely associated with a victimization risk situation, as victimizations are not evenly distributed in time, place, or circumstance. Lifestyle differences result from differences in role expectations, structural constraints (economic, familial, educational, and legal) and individual and subcultural adaptations to these factors. Variations in lifestyle are related differentially to the probabilities of being in particular places at particular times and coming into contact with persons who have particular characteristics. The conditions of victimization--offender/victim interaction, disputes or claims that make victims appropriate objects, and offender willingness and perceived advantage to threaten or use force in the situation--are impacted upon by lifestyle and the resulting exposure to the victimization situation.

In the Safe Schools Study (1978), the National Institute of Education reported to Congress that:

- More than 61,000 teachers were physically assaulted in 1976.
- Each month an estimated 282,000 junior and senior high school students are attacked and 112,000 are robbed.
- Although youth aged 12 to 19 spend 25% of their waking hours in school, 40% of the robberies and 36% of the assaults (on them) occur while in school; for the 12 to 15 year age group alone these figures are 68% and 50%, respectively.

In much of the literature on school violence, school conflict and student delinquency are referred to synonymously (DeCecco and Roberts, 1978). Much of the discussion on the etiology of violence from the various theoretical perspectives can be applied to school students as delinquent victimizers of other students. However, our purpose here is to present a perspective on the unique organizational and social attributes of the school setting which may lend themselves to violence and the fear of victimization.

Three apparent sources of conflict are found in almost every school (DeCecco and Roberts, 1978). First, young people develop their individuality during adolescence. They experiment with and define their relationships to authority, in this case the school; this generally involves challenging authority to some extent. The school, on the other hand, is responsible for socializing students--teaching them cultural rules, roles, and obligations; this requires school personnel to exercise some authority over students. Not infrequently, therefore, the school's responsibility to exercise authority comes into direct conflict with the students' needs to challenge that authority (Williams and Venturini, 1981).

A second source of conflict stems from social differences existing within the typical school. Students' families usually vary in ethnic, racial, and religious background, socioeconomic status, and political inclination and influence. Conflicts arise when either students or school personnel try to impose their lifestyles and values on other groups or individuals (Wenk and Harlow, 1978).

A third source of conflict arises from continual student turnover as new students enter the school and others leave. Resolutions that were agreeable to departing students may be totally unacceptable to entering students. Conflict resolution, therefore, is an ongoing process requiring constant attention to newly identified needs and concerns.

A major reason that has been put forward to explain why students may resort to violence in response to conflict in the schools is their lack of opportunity in school to constructively express anger or verbalize grievances. Anger that cannot be expressed verbally in the classroom or in meetings with school personnel may, by displacement, take the form of violent or destructive behavior such as physical attacks on other students or on teachers, or destruction of school property (Wenk and Harlow, 1978, and Clark, 1978).

One issue to be considered when discussing the school environment may be the "Fourth Grade Slump," a perspective originally articulated by E. Paul Torrence (1967). The literature discusses this phenomenon as occurring anywhere from the end of third grade through the beginning of fifth grade. The Fourth Grade Slump basically deals with the creative thinking, emotional development, and maturity levels of the youngster.

The literature denotes that at the fourth grade level new demands are placed upon children in school and at home. In the school environment, children are expected to behave in a more adult manner; their classroom becomes more structured, the work becomes more difficult, and expectations of teachers increase. These additional expectations can become extremely stressful. Some children find it difficult to cope; they become delinquent, apathetic, or ill (Torrence, 1967).

Furthermore, according to Torrence, there are clear periods in a child's development where a decline in creative functioning occurs. The most acute decline seems to be at age 9, or the fourth grade. This decline is accompanied by a great number of behavior problems, learning difficulties, and personality disturbances.

Around age 9, children begin to break from their parents and turn to their peers for support and approval. They become more competitive within their own

age groups, and antagonism between boys and girls begins to develop. Children are likely "to be resistant to adult authority, active and adventurous in physical exploits, pitifully eager for the admiration of their peers, and contemptuous of those younger or older than themselves" (Torrence, 1967).

Children at this age begin to conform to their peer culture and suppress their individuality. They seem to have problems accepting the fact that they should begin to act in a more mature fashion than previously. Moreover, they don't know how to become more mature. This feeling of ambiguity seems to stifle their basic creative nature (Torrence, 1967).

The literature consistently states that by the time children enter the fourth grade, they are more vulnerable to stress. Children seem to find it more difficult to deal with negative criticism and are more apt to adopt conforming behavior than to display individuality.

After 1976, the volume of literature on the subject of the Fourth Grade Slump declines sharply. However, nearly 10 years after Torrence's contribution, Williams (1976) addressed the Fourth Grade Slump in terms of adolescent self-concept. From a primary prevention standpoint, Williams was interested in education-based efforts to reduce excessive stress among youth by "building up" internal coping mechanisms. Acknowledging that fourth grade children, or thereabouts, seemed more vulnerable to stress than other age groups, Williams looked at fourth graders' self-concept in relation to their feelings of stress and anxiety. Over time, Williams found that certain fourth-grade pupils' high personal self-concept may have helped, together with treatment, to offset their initial low school self-concept.

3. EMPIRICAL FINDINGS

The "Safe School Study" mentioned in the subsection on etiology discusses student victimization and fear from many angles, the broadest of which concerns generalized fear resulting from the threat of harm (U.S. Department of Education, 1978). This study found that 8% of all large city junior high school youths reported staying home because of fear at least 1 day in the previous month. This figure is quite likely conservative, according to the study; students no longer attending school at all or who were not present the day the survey was completed--due to fear--are not accounted for. The study also points out that, of junior high pupils in large cities (the most severely affected subgroup in terms of violent incidents), fully 33% reported fear of three or more places in school. Moreover, fear levels tend to accelerate dramatically after a victimization; students' fear of specific locations appears to increase two- and three-fold after they have been assaulted or robbed.

It is useful to point out that the fear of violence, according to the Safe School Study, appears to be independent of actual physical attacks and robberies. For example, although 22% of all junior-high school youths report avoiding three or more places out of fear in 1 month, only 2.1% report being attacked, and only 1% report being robbed. It may be that fear of violence is more crippling educationally and socially in the schools than are the acts themselves (U.S. Department of Education, 1978).

More children are referred for psychiatric services in the fourth and fifth grades than in any other grade. The Psychoeducational Clinic at the University of Minnesota states that, at ages 9 or 10, more boys than girls are referred to for services (Torrence, 1967).

4. THEORIES/HYPOTHESES: INTERVENTION/PREVENTION OF ASSAULT

There is extensive literature on the ways schools can be made safer places for children. School personnel and the community alike, faced with the dilemma of attempting to curb violence in the schools, may implement either more rigorous control or preventive strategies. Both general approaches require organizational change in the schools. However, control strategies will not necessarily address root causes of the violence, as might the preventive strategies.

The control approach would have school administrators enhance building security and enlist the aid of the police in curbing illegal behavior. Student and staff identification badges, permanent assignment of police or security officers, or surveillance cameras are some methods that have been implemented in public schools to help deter and control violence (Brooks, 1981, and White and Fallis, 1979). The adoption of such rigorous school security measures requires no attitudinal changes by either school personnel or the students themselves.

Addressing some of the potential sources of conflict in the schools represents the alternative means by which educators and the community at large may seek to prevent violence and victimization. For example, attention to or revision of disciplinary procedures and curriculum may have a positive impact on the school climate. Procedure manuals and legal handbooks can be developed for teachers and students covering such areas as the right of students, due process, corporal punishment, suspension and expulsion policies, bomb threats, and rumor control. As a preventive measure, schools may join forces with other public or private agencies to provide services to youth so that many social services are simultaneously addressing students' social needs. Police officers can perform counseling and community relations functions. The school building itself may be used as an all-hours community resource center, staffed by both school and non-

school personnel, to provide a full range of educational, recreational, and cultural activities (Eckland et al., 1977).

Finally, what may be called an "integrative approach" turns school conflict into a learning experience and a subject for study. Such an approach brings our attention back to our earlier discussion of the school as a setting for the incidence and prevention of violence (U.S. Department of Justice, 1979). School personnel adopting this perspective would tend to view the school as an institution comparable in significant respects to others with which students will have to deal in later years. For purposes of illustration, the "New Model Me" curriculum, developed by the Office of Education (formerly in the Department of Health and Human Services), provides teachers and students with a framework for classroom discussion about why people behave as they do, how to handle the feelings of frustration and aggression, and how to make responsible decisions in everyday life (Beatty, 1977). Law Related Education is a similar technique; students are taught the basic concepts of law such as authority, justice, responsibility, due process, and property. Law is studied as an alternative to confusion, frustration, or violence in responding to conflict. Preventive programs based on these two educational approaches are described at the end of this part of the report.

While the Fourth Grade Slump has not received much attention in the current literature, the value of the work of Torrence, Williams, and others in terms of identifying and preventing stress among children is important because the potential for violence and aggression among children in school may be linked to some normal developmental stages of children.

5. LEGISLATION/PROGRAMS/INTERVENTIONS/EVALUATIONS

The pages that follow contain descriptions of programs related to the prevention of assault and other forms of violence. The programs seek to prevent violence by generating a respect for law, alerting children to criminal dangers, and helping children and adolescents cope with the stresses that may eventually lead to violent behavior. These programs were also presented in the preceding section on homicide, since their goals encompass the prevention of all forms of violence.

AFTER SCHOOL TREATMENT PROGRAM

Children's Psychiatric Center/Community Mental Health Center

Morgansville, New Jersey

Contact Person(s): Norman Epstein, Ph.D., Director of Transitional Services
Nikos Maragos, MSW; Coordinator of Partial Hospitalization
Programs

TARGET POPULATION: 10-12- and 13-17-year-old males with behavior problems.

PURPOSE: Curb behavioral problems and prevent further development of
behavioral problems.

TYPE OF PROGRAM: Academic remediation and socialization.

DESCRIPTION:

Provides after-school academic remediation and socialization for preadolescent and adolescent males with a history of acting out at home, in school, and in the community. Reality therapy-type treatment is used. Two 6-hour sessions are held per week, with 2-4 staff members guiding groups of 8-10 youth. Program components include socialization and recreation, group therapy, academic remediation, dinner, and day camping in the summer.

ALTERNATIVES, INC.

Newport News, Virginia

TARGET POPULATION: Teachers and school officials K-12.

PURPOSE: To train school personnel in educating students concerning alcohol, drug, and substance abuse.

TYPE OF PROGRAM: Training, counseling, technical assistance.

DESCRIPTION:

Alternatives, Inc., is a private, nonprofit group that works under contract to the local public school district to provide teacher training and technical assistance for educating students about alcohol, drug, and substance abuse. The program has been in operation since 1974 and begins in grades K-6. In the junior and senior high schools inservice training is given to guidance counselors and principals also.

Peer counseling and counseling of abusers is also part of the Alternatives, Inc., method of prevention and intervention.

BETTER SCHOOLS, BETTER PEOPLE: HOW SCHOOLS CAN HELP PREVENT DRUG AND ALCOHOL
ABUSE

California State Department of Education
Sacramento, California

TARGET POPULATION: Elementary and secondary students.

PURPOSE: Elevate self-esteem in an effort to prevent drug use.

TYPE OF PROGRAM: Curriculum supplement.

DESCRIPTION:

A combination of the following components is used to improve the relationship
between students and schools:

- Communication training.
- Peer tutoring/counseling.
- Parent education.

CONFLICT RESOLUTION

Social Studies Program

Dade County Public Schools

Miami, Florida

TARGET POPULATION: Secondary school students

PURPOSE: Provide alternatives to violence and victimization in human interaction.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

This course suitable for junior and senior high school students is designed to provide an understanding of human interactions so that the students will seek means other than violence and victimization in dealing with each other. Topics addressed include:

- basic psychological needs
- values clarification
- causes and effects of functional and dysfunctional behavior
- philosophy, proponents, and application of nonviolence
- attitudes and processes for nonviolent change.

The use of discussion and group interaction is an integral part of the course, which also includes readings and audiovisual presentations.

CONSTRUCTIVE CONTROL OF AGGRESSIVE BEHAVIOR

Lakewood Public Schools

1470 Warren Road

Lakewood, Ohio 44107

Contact Person: Robert C. Carvise, Superintendent

TARGET POPULATION: Students grades 1-12.

PURPOSE: Develop constructive control of aggression.

TYPE OF PROGRAM: Primary prevention school-based curriculum.

DESCRIPTION:

This curriculum is designed to assist students in grades 1-12 in dealing with knowledge, attitudes, and behaviors involved in the constructive control of aggression.

CRIME PREVENTION

Metropolitan Atlanta Crime Commission

Atlanta, Georgia

TARGET POPULATION: Local police and community groups.

PURPOSE: Provide information to target population regarding crime prevention programs.

TYPE OF PROGRAM: Crime prevention manual.

DESCRIPTION:

This manual was designed to assist local police and community groups in developing, implementing, and evaluating cooperative crime prevention programs. Programs designed to prevent crimes against youth, women, and senior citizens are also presented.

DEALING WITH CAUSES OF BEHAVIOR

Educational Research Council of America

Rockefeller Building

Cleveland, Ohio 44113

TARGET POPULATION: Fourth and fifth graders.

PURPOSE: Help students understand motivations, frustrations, and appropriate responses to behaviors.

TYPE OF PROGRAM: Primary prevention school-based curriculum.

DESCRIPTION:

The course is designed to help children understand behavior, express themselves appropriately, and satisfy their emotional needs. The eight units of the program deal with fears and security; self-worth; friendship and belonging; anger; and behavior toward others and property. The program focuses upon motivating forces, perceptions and abilities, and the immediate physical setting.

EFFECTIVE PARENTING INFORMATION FOR CHILDREN (EPIC)

State University College at Buffalo

Buffalo, New York

TARGET POPULATION: Pre-kindergarten through grade 12 children and their parents.

PURPOSE: To help children become responsible adults and parents.

TYPE OF PROGRAM: In-school education, parent workshops.

DESCRIPTION:

EPIC is a system for reaching into the home, the school, and the community to prepare children to be responsible adults. Begun in 1981, it is a program of primary prevention not only for child abuse and neglect but for the prevention of teenage pregnancies, juvenile crime, and drug and alcohol abuse.

School. Activities through grade 6 help children improve self-concept and self-esteem, develop responsible behavior through rules, rights, and responsibilities, and strengthen problem-solving, communication, and decisionmaking skills. This phase of the curriculum is being implemented in 50 Buffalo elementary schools by teachers who have participated in special training courses. The curriculum for grades 7-12, ready for piloting and implementation, will address preparation for beginning a health family, understanding of potential prevention of birth defects, and need for good prenatal care. It includes courses on child development and family dynamics.

Home. Day and evening parent workshops offer information about parenting concerns, an opportunity for parent-to-parent exchange of ideas, and a way to forge stronger links between the home, school, and community. Topic areas for workshops have included parenting styles, communication, behavior management, and coping.

Community. The community assists with human and financial resources that help underwrite the program.

EPIC's ultimate goal is to create a home/school/community model that can be replicated in any community in the country. The "EPIC package" includes a procedures manual and curriculum materials

THE EFFECTS OF AN EDUCATION INTERVENTION PROGRAM FOR
JUVENILE DRUG ABUSERS AND THEIR PARENTS

TARGET POPULATION: Juvenile drug abusers and their parents.

PURPOSE: Educate participants in family communication and drug
knowledge.

DESCRIPTION:

Combination of family involvement and peer pressure aids participants in
alteration of drug abuse lifestyle.

LAW FOCUSED CURRICULUM GUIDE PROJECT

Southwest Center for Human Relations Studies

University of Oklahoma

555 Constitution Avenue

Norman, Oklahoma 73037

TARGET POPULATION: Elementary and secondary school students.

PURPOSE: Enhance law-related education.

TYPE OF PROGRAM: Student awareness/primary prevention.

DESCRIPTION:

Funded by the Oklahoma Crime Commission, this project provides 24 model units to help elementary and secondary students learn about the functions and procedures of the criminal justice system and an individual's rights and responsibilities under the law.

LAW-RELATED EDUCATION (LRE)

National Program

TARGET POPULATION: Students K-12.

PURPOSE: Prevent crime and violence by developing an understanding and respect for our legal system and citizen responsibility for supporting and maintaining it.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

LRE programs, jointly funded by the Department of Education and the Department of Justice, are implemented in school districts across the country with technical assistance from such groups as the Children's Legal Rights Information and Training Program, Phi Alpha Delta Law Fraternity, National Institute for Citizen Education, Law in a Free Society, the National Street Law Institute, the Constitutional Rights Foundation, and cooperating State and local organizations. These organizations develop curriculums and teaching materials and train teachers to conduct an education program that imparts an understanding of the legal and political foundations of American society and of citizen responsibility for preserving the rule of law.

LRE programs provide the basic educational underpinnings of crime and violence prevention as they stress orderly, legal methods of effecting change and achieving desired ends. Children in the program are taught responsibility for main-

taining an orderly society and for deterring crime and cooperating with law-enforcement authorities.

There is a wide variety of LRE programs, some targeted to particular minority populations, some making use of law students and law enforcement personnel as instructors or speakers, and some adopting such techniques as mock trial competitions.

Ultimate success of such a basic crime prevention program can be measured only over time and in a national context, if at all. Although the program has been in operation several years in an expanding number of school districts, no full evaluation of its long term impact can yet be made.

MAGIC CIRCLES/HUMAN DEVELOPMENT PROGRAM

San Diego Human Development Training Institute

San Diego, California

TARGET POPULATION: Elementary school aged children.

PURPOSE: Emphasize the effective development of children to improve school performance.

TYPE OF PROGRAM: Curricular approach to preventive mental health.

DESCRIPTION:

This curriculum, aimed at improving interpersonal communication of elementary school aged children, has three main areas of focus: awareness, mastery, and social interaction.

MEDIATION ALTERNATIVE PROJECT

Port Washington, New York

TARGET POPULATION: Troubled youth.

PURPOSE: Conflict resolution.

TYPE OF PROGRAM: Mediation.

DESCRIPTION:

The Mediation Alternative Project provides mediation services to all types of youth, including PINS (persons in need of supervision), abused children, and previously adjudicated children. Referrals to the program come from courts, police, and schools.

Mediators--volunteers trained in both family mediation and victim-offender mediation--require that both parties participate. The process consists of an attempt to facilitate an agreement between the two parties. If counseling is needed, referral is made to other agencies. The program reports an 85-percent success rate for those who go through the mediation process.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

CORE CURRICULUM IN PREVENTING AND REDUCING SCHOOL VIOLENCE AND VANDALISM

TARGET POPULATION: Teachers, education officials, community leaders, criminal justice personnel.

PURPOSE: Prevent conflict and thus violence in the schools.

TYPE OF PROGRAM: Course of study.

DESCRIPTION:

This seven-course program to improve the school environment addresses ways teachers and principals can create a school climate that minimizes sources of conflict and provides peaceful means for resolving interpersonal problems. Issues addressed include discipline, security, and the use of problem-solving resources in the community.

One course, "Interpersonal Relations," provides specific strategies for managing conflict, dealing with gang problems, and "devictimizing" teachers and students. Typical student victims are seen to be usually outside the mainstream of the

school environment and are often low academic achievers, either younger or older than the majority of their classmates, not involved in school activities, and members of minority groups. The course addresses ways to counsel victims and to change school policies and programs to prevent further victimization.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

Local Example #1:

CRIMINOLOGY AND CRIME RESISTANCE

DeKalb County, Georgia

TARGET POPULATION: Secondary school students

PURPOSE: Prevent crime by improving students' attitudes toward police and the law.

TYPE OF PROGRAM: In-school education, including outside speakers, audiovisuals.

DESCRIPTION:

The FBI assists local police in developing programs that teach K-12 students about law and authority, criminality, the justice system, precautions against crime, and citizens' rights and responsibilities in crime resistance. The Criminology and Crime Resistance program makes use of local police, juvenile court personnel, bar association members, and other community workers to teach this high school elective course. Study topics include youth attitudes toward police, crime, and victimization, victim responsibility for crime reporting, and citizen action to reduce crime.

An assessment of attitudes of students before and after taking the course indicates students become more aware of crime situations and have improved attitudes toward police and the law.

NATIONAL SCHOOL RESOURCE NETWORK

FBI CRIME RESISTANCE PROGRAM

National Program

Local Example #2:

TIPS (Teaching Individuals Protective Strategies) Program

Charlottesville/Albemarle Counties, Virginia

Waynesboro, Virginia

Pittsburgh, Pennsylvania

TARGET POPULATION: K-12 students.

PURPOSE: Prevent crime by promoting positive attitudes and behavior and by helping students understand responsibility for their safety and for the safety of others.

TYPE OF PROGRAM: In-school education.

DESCRIPTION:

TIPS is an example of an FBI crime resistance program that stresses the promotion of positive student attitudes and behavior. The course focuses on values, the necessity of law, authority, conflict resolution, consequences of behavior, and the seriousness of criminal activity. A second emphasis is on helping students meet responsibilities for their own safety and the safety of others. Topics include victimization and vulnerability, reduction of vulnerability to crime, participation in the justice process, and consequences of apathy toward crime.

North Carolina and Pennsylvania adopted the program after field testing by the University of Virginia. It is endorsed by the Pennsylvania Department of Education and being tested on a Federal level to determine if Federal funding should be provided for expansion of the program.

NEW MODEL ME PROGRAM

Lakewood Board of Education

1470 Warren Road

Lakewood, Ohio 44107

Contact Person: Mr. John Roe, Title III Project Director

TARGET POPULATION: High school students; especially those with
behavior difficulties.

PURPOSE: Teach appropriate and responsible attitudes to high school
students.

TYPE OF PROGRAM: Primary prevention programs.

DESCRIPTION:

Developed under ESEA Title III grant funds, this six-unit course given to high school students in 29 states provides classroom discussion about why people behave the way they do, how to handle frustration and aggressive feelings, and how to make responsible decisions in everyday life. The course provides situational activities for a group to handle.

NONVIOLENCE AND CHILDREN PROGRAM

Friends Peace Committee

1515 Cherry Street

Philadelphia, Pennsylvania 19102

TARGET POPULATION: Elementary school aged children.

PURPOSE: Promote nonviolent attitudes and behavior.

TYPE OF PROGRAM: Primary prevention elementary school program.

DESCRIPTION:

Teaches children nonviolent attitudes and the skills for nonviolent conflict resolution. The program emphasizes:

- Affirmation of self and others.
- Sharing of information and experiences.
- Conflict resolution.
- Problem solving approaches.

ON CONFLICT

Diablo Valley Education Project

Berkeley, California

TARGET POPULATION: Secondary school aged children.

PURPOSE: Develop awareness of the concept and of issues of conflict.

TYPE OF PROGRAM: Primary prevention/secondary school curriculum.

DESCRIPTION:

An 8-week curriculum designed to give students an understanding of the concepts and realities of conflict, violence, war, and international behavior.

PACIFIC NORTHWEST PLATEAU TRIBE GROUP HOME

TARGET POPULATION: Pacific Northwest Indian Tribe children aged 1-18.

PURPOSE: Provide out-of-home services to Indian children within the tribe.

TYPE OF PROGRAM: Residential services for children and outreach services for parents.

DESCRIPTION:

This group home provides short-term shelter care, long-term placement, counseling, and minor medical treatment for Indian children, as well as outreach family counseling beyond the residential component. Reasons for placement include excessive drinking by parents, juvenile delinquency, and behavioral difficulties. Outreach services are provided to help parents with their problems and keep them involved with the children.

PORTLAND AREA INDIAN HEALTH SERVICE MENTAL HEALTH PROGRAM

Portland, Oregon

TARGET POPULATION: Indian youth, Pacific Northwest Tribe.

PURPOSE: Curb behavioral problems before they require formal/legal attention.

TYPE OF PROGRAM: Problem intervention program.

DESCRIPTION:

A "Whipper Man," as in Indian tradition, is designated to come to discuss and discipline children, allowing for a mental health program within ancient Indian tradition and part of the culture in which extended family contacts and community responsibilities for rearing children are as important as the responsibilities of the family.

POSITIVE ACTION THROUGH HOLISTIC EDUCATION (PATHE) PROGRAM

Charleston County Public Schools

Charleston, South Carolina

TARGET POPULATION: Primarily black middle school and high school students in Charleston, South Carolina.

PURPOSE: Provide supplementary affective and academic services to students, as well as improve the school climate and build faculty cohesion.

TYPE OF PROGRAM: School-based delinquency prevention program.

DESCRIPTION:

This program was set up in four Charleston middle schools and three high schools.

The project goals are to:

- Reduce occurrence of delinquent and inappropriate behavior.
- Reduce unexcused absences and tardiness.
- Increase successful transition to the job force and post-secondary education.
- Reduce academic failure.

Program interventions include student-level interventions (tutoring, counseling, study skills, job seeking skills), school-level interventions (resource room,

faculty inservices, school pride campaign, curriculum updates, field trip program, reading experience program, exploratory program, discipline review and revision, peer counseling, expanded extracurricular activities, student leadership teams student concerns support team, curriculum support team), and community-level interventions (career exploration programs, business education partnership, and parent leadership team).

PRE-SCHOOL MENTAL HEALTH PROGRAM

Detroit Public School System

Detroit, Michigan

TARGET POPULATION: 3- to 4-year old nonwhite children from lower income homes.

PURPOSE: Curb behavior learning difficulties.

TYPE OF PROGRAM: School-based intervention programs.

DESCRIPTION:

Provides screening, diagnoses, and remediation of school maladaptation among pre-schoolers in the Detroit public schools. The program uses undergraduate psychology majors as child aides. Evaluation of the program found favorable impact.

PREVENTING AND REDUCING SCHOOL VIOLENCE AND VANDALISM

National School Resource Network

5530 Wisconsin Avenue NW.

Washington, DC 20015

TARGET POPULATION: School administrators and personnel and related groups.

PURPOSE: Introduce approaches and resources for resolving and preventing crisis and conflicts in schools and improve communication and understanding.

TYPE OF PROGRAM: School personnel curriculum.

DESCRIPTION:

This curriculum provides seven units dealing with:

- Planning, implementing, and evaluating in the schools.
- School discipline programs.
- School climates.
- Interpersonal relations in resolving conflicts in the school.
- School security.
- School environments.
- Community as a problem-solving resource.

PRIMARY MENTAL HEALTH PROGRAM

Rochester Public School System

Rochester, New York

TARGET POPULATION: Primary-grade children with behavioral or learning problems.

PURPOSE: Curb behavioral or learning difficulties before they can develop.

TYPE OF PROGRAM: School-based intervention program.

DESCRIPTION:

Program staff screen primary-grade children for behavioral or learning problems, and nonprofessional child aides (housewives) who are professionally supervised provide intervention to children who are having difficulty.

PROJECT HOPE

Public School No. 24 .

Albany, New York

TARGET POPULATION: Female status offender.

PURPOSE: To prevent entry into the juvenile justice system and placement in long-term foster care.

TYPE OF PROGRAM: Counseling, tutoring, and recreation services.

DESCRIPTION:

Project Hope is a nonresidential program developed to prevent girls, mainly status offenders, from entering the juvenile justice system or being placed in long-term foster care. Many of the participants are substance abusers, although this is not necessarily the reason they join.

This after-school program provides counseling, tutoring, and recreation. The girls' school behavior, performance, and attendance are monitored weekly. Family counseling is also provided in the home setting.

PROJECT NEW PRIDE

Denver, Colorado

TARGET POPULATION: Juvenile delinquents with lengthy criminal records and social adjustment problems.

PURPOSE: To improve handling and training of repeat juvenile offenders.

TYPE OF PROGRAM: Delinquency rehabilitation program.

DESCRIPTION:

This program, designed to serve delinquents with lengthy criminal records, provides the following services: alternative schooling, correction of learning disabilities, vocational training, job placement, counseling, recreation, and cultural activities.

SPECIAL PROGRAMS AIMED AT REACHING CHILDREN (SPARC)

Tempe Elementary School District 3

Tempe, Arizona

TARGET POPULATION: Emotionally disturbed elementary school aged children.

PURPOSE: To aid children in handling of deviant behavior.

TYPE OF PROGRAM: Elementary school intervention program.

DESCRIPTION:

This program intervenes with elementary school aged, emotionally disturbed children by providing counseling groups to promote positive peer relationships, counseling with behavioral methods in the classroom, use of behavior modification techniques of contracting, positive reinforcement, and successive approximation.

TIPS PROGRAM (TEACHING INDIVIDUALS PROTECTIVE STRATEGIES; TEACHING INDIVIDUALS POSITIVE SOLUTION)

Charlottesville City, Virginia, and Albemarle County School Systems

Scott Hamrick, Supervisor

TARGET POPULATION: Kindergarten through high school students

PURPOSE: Promote and maintain positive student attitudes and behavior, and assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

TYPE OF PROGRAM: Primary prevention school curriculum.

DESCRIPTION:

Attitudes toward rules, laws, authority, and conflict settlement are examined developmentally through the different grade levels in order to appropriate social attitudes and behaviors.

YOUTH AND THE LAW

Educational Research Council of America

Rockefeller Building

614 Superior Avenue

West Cleveland, Ohio 44113

TARGET POPULATION: Junior high school students.

PURPOSE: Enhance law-related education.

TYPE OF PROGRAM: Student awareness/primary prevention.

DESCRIPTION:

Junior high school curriculum designed to examine youth and their relationship to the law, providing an awareness and understanding of their relationship. Topics covered include growing up, laws, crime delinquency, and the court systems.

YOUTH AS VICTIMS -- YOUTH CRIME PREVENTION PROGRAM

Portland Bureau of Police

Crime Prevention Diversion

Portland, Oregon

TARGET POPULATION: General public.

PURPOSE: Increase citizen awareness of youth crime prevention.

TYPE OF PROGRAM: Community awareness program.

DESCRIPTION:

This program is designed to increase citizen awareness of crime prevention techniques and to involve the entire community in crime prevention efforts. Common crimes against youth are identified, effects of crime upon a child's life are explained, and the behavior a child can learn to reduce victimization is examined.

OTHER PROGRAMS (Data Incomplete)

TEACHING CHILDREN SELF-CONTROL: A NEW RESPONSIBILITY FOR TEACHERS.

TARGET POPULATION: Elementary students (grades K-6).

PURPOSE: Means of preventing emotional and learning problems in children.

TYPE OF PROGRAM: Curriculum in special education.

DESCRIPTION:

Instructional curriculum of personal skills leading to self-directed behavior with responsibility.

BIBLIOGRAPHY

- Abidinsky, H. Mafia in America: An Oral History. New York: Praeger, 1981.
- Abrams, G.C., and Schmidt, F.C. Social Studies Conflict Resolution. Miami: Division of Elementary and Secondary Education, Dade County Public Schools, 1974.
- Adler, A. The Practice and Theory of Individual Psychology. Translated by P. Radin. New York: Harcourt Brace Jovanovich, 1927.
- Ageton, S.S. Sexual Assault Among Adolescents. Lexington: D.C. Health and Company, 1983.
- American Humane Association. Annual Statistical Report: National Analysis of Office of Child Neglect and Abuse Reporting. Denver: American Humane Association, 1983.
- Anderson, R., Ambrosino, Robert, et al. "Child Deaths Attributed to Abuse and Neglect: An Empirical Study." Children and Youth Services Review 5 (1983):75-89.
- Bandura, A. Principles in Behavior Modification. New York: Holt, Rinehart and Winston, 1969.
- Bandura, A., Ross, D., and Ross, S.D. "Transmission of Aggression Through Aggressive Models." Journal of Abnormal and Social Psychology 63 (1961):575-582.
- _____. "Vicarious Reinforcement and Initiative Learning." Journal of Abnormal and Social Psychology 67 (1963):601-607.
- Bandura, A., and Walters, R.H. Adolescent Aggression. New York: Ronald Press, 1959.
- Beatty, F. "New Model Me." American Education 13, no. 1 (Jan./Feb., 1977):23-26.
- Belsky, J. "A Theoretical Analysis of Child Abuse Remediation Strategies." Journal of Clinical Child Psychology (Summer 1978):117-121.
- Benedek, T. "Parenthood as a Developmental Phase: A Contribution to the Libido Theory." Journal of American Psychoanalysis Association 7 (1959):387-417.

Biron, L., and Leblanc, M. "Delinquance Cachee a Montreal" (Unreported Crime in Montreal). Criminology Made in Canada 3, no. 1 and 2. University of Ottawa, Department of Criminology (undated):5-16.

Blumberg, Marvin L. "Child Sexual Abuse: Ultimate in Maltreatment Syndrome." NYS Journal of Medicine (March 1978):613.

Boehm, B. "The Community and the Social Agency Define Neglect." Child Welfare 43 (1964):453-464.

Bonet, P. "Diagnosis of Biochemical Disorders." In Holistic Approaches to Offender Rehabilitation, edited by L.J. Hippchen. Salem: Oregon State Board of Parole and Probation, 1982.

Brooks, B.D. Strategies for Reducing Violence on the School Campus. Long Beach: Biola Youth Services Project, 1981.

Bulkley, J., ed. Child Sexual Abuse and The Law. Washington, D.C.: American Bar Association, National Legal Resource Center for Child Advocacy and Protection, 1981.

Center for Human Services, Washington, D.C.. Core Curriculum In Preventing and Reducing School Violence and Vandalism. Washington, D.C.: National School Resource Network, 1980.

Charlottesville City and Albemarle County School Systems. TIPS: Teaching Individuals Protective Strategies, Teaching Individuals Positive Solutions. Charlottesville: Virginia Department of Education, 1979.

Clark, J. "School Crime and Vandalism." Bill of Rights in Action 12, no. 3 (September 1978).

Cloward, R.A., and Ohlin, L.E. Delinquency and Opportunity. New York: Free Press, 1960.

Conte, J.R., and Berliner, L. "Sexual Abuse of Children: Implications for Practice." Social Casework 62, no. 10 (1981):601-606.

Conte, J.R., and Shore, D.A. Social Work and Child Sexual Abuse. New York: Haworth Press, 1982.

Cork, M. The Forgotten Child. Toronto: Addiction Research Foundation, 1969.

DeCecco, J., and Roberts, J. "Negotiating School Violence to Prevent Student Delinquency." In School Crime and Disruption, edited by Ernst Wenk and Nora Harlow. Davis: Responsible Action (1978):168-176.

Delsordo, J. "Protective Casework for Abused Children." Children 6 (November/December 1963):214.

Dollard, J., Miller, N., Doob, L., Mowrer, O.H., Sears, R.R. Frustration and Aggression. New Haven: Yale University Press, 1939.

Dugdale, Richard. The Jukes. New York: Putnam, 1910.

Durkeim, E. The Rules of Sociological Method (1894). New York: Free Press, 1964.

Eckland, B., Bayless, D., and Bannon, M. Indiana Safe School Studies Report. Research Triangle Park: Research Triangle Institute, 1977.

Elmer, E. and Gregg, G. "Developmental Characteristics of Abused Children." Pediatrics 40 (October 1967):592-602.

Empey, L.T. American Delinquency - Its Meaning and Construction. Homewood: Dorsey Press, 1978.

Estabrook, Arthur. The Jukes in 1915. Washington, D.C.: The Carnegie Institute, 1916.

Fikentscher, E., et al. "Sexualstraftaten an Kindern und Jugendlichen unter Berücksichtigung Latenter Kriminalitet" (Sexual Offenses Against Children and Juveniles, with Special Reference to the Dark Figure). Kriminalistik und Forensische Wissenschaften 33 (1978):67-82.

Finkelhor, D. Sexually Victimized Children. New York: Free Press, 1979.

Freud, S. An Outline of Psychoanalysis. New York: Norton, 1949.

Fromm, E. The Anatomy of Human Destructiveness. New York: Holt, Rinehart and Winston, 1973.

Galtung, J. "The Specific Contribution of Peace Research to the Study of Violence: Typologies." In Violence and Its Causes, 83-105. France: United Nations Educational, Scientific and Cultural Organization, 1981.

- Garbarino, J. "The Human Ecology of Child Maltreatment: A Conceptual Model for Research." Journal of Marriage and the Family 39 (1977):721-735.
- Garbarino, J., and Crouler, A. "Defining the Community Context for Parent-Child Relations: The Correlates of Child Maltreatment." Child Development 49 (1978):604-616.
- Gaudin, J., and Pollane, L. "Social Networks, Stress and Child Abuse." Children and Youth Services Review 15 (1983):91-102.
- Gayford, J.J. "Wife Beating: A Preliminary Study of 100 Cases." British Medical Journal (1975):94-97.
- Gelles, R.J. "Child Abuse as Psychopathology: A Sociological Critique and Reformulation." American Journal of Orthopsychiatry 43 (1973):611-621.
- _____. The Violent Home. Beverly Hills: Sage Publishing, 1972.
- Gil, D. Violence Against Children: Physical Child Abuse in America. Cambridge: Harvard University Press, 1970.
- Gillen, J.L. The Wisconsin Prisoner: Studies in Criminogenesis. Madison: University of Wisconsin Press, 1946.
- Giovannoni, J.M., and Billingsley, A. "Child Neglect Among the Poor: A Study of Prenatal Inadequacy in Families of Three Ethnic Groups." Child Welfare 48 (1970):196-204.
- Gruber, K.J., and Jones, R.J. "Identifying Determinants of Risk of Sexual Victimization of Youth: A Multivariate Approach." Child Abuse and Neglect 7 (1983):17-24.
- Gutheil, T.G., and Avery, N.C. "Multiple Overt Incest as Family Defense Against Loss." Family Process 16, no. 1 (1977):105-116.
- Guttmacher, M. The Mind of the Murderer. New York: Farrar, Strauss, and Cudahy, 1960.
- Hindelang, M., Gottfredson, M., Garafolo, J. Victims of Personal Crime: An Empirical Foundation for a Theory of Personal Victimization. Cambridge: Ballinger Publishing Company, 1978.

Hindelang, Michael et al. "Towards a Theory of Personal Criminal Victimization." In Criminal Review Yearbook. Beverly Hills: Sage Publications, 1980.

Hindman, M. "Child Abuse and Neglect: The Alcohol Connection." Alcohol Health and Research World 3 (1977):2-7.

Hippchen, Leonard. Ecologic - Biochemical Approaches to Treatment of Delinquents and Criminals. New York: Von Nostrand Reinhold, 1978.

Horney, K. New Ways in Psychoanalysis. New York: Northon, 1939.

Irwin, T. To Combat and Prevent Child Abuse and Neglect. New York: Public Affairs Committee, 1980.

Jason, J., "Child Homicide Spectrum." American Journal of Disabled Children 137 (June 1983).

Jung, C.G. Modern Man in Search of a Soul. New York: Harcourt Brace Jovanovich, 1933.

Kaplun, D. and Reich, R. "The Murdered Child and His Killers." American Journal of Psychiatry 133 (1976):807-813.

Kaufman, I., Peck, A.L., and Taguiri, C.R. "The Family Constellation and Overt Incestuous Relations Between Father and Daughter." American Journal of Orthopsychiatry 24, no. 2 (1954):266-279.

Kempe, C.H., and Helfer, R.E., eds. Helping the Battered Child and His Family. Philadelphia: Lippincott, 1972.

Kent, James, Weisberg, et al. "Understanding the Etiology of Child Abuse: A Preliminary Typology of Cases." Children and Youth Services Review 5 (1983).

Kotelchuck, M. Child Abuse: Prevention and Misclassification. Unpublished manuscript. Boston: Children's Hospital Medical Center, Family Development Study, 1977.

Kreuz, L.E., and Rose, R.M. "Assessment of Aggressive and Plasma Testosterone in a Young Criminal Population." Psychosomatic Medicine 34 (1972):321-332.

Lorenz, K. "The Comparative Method in Studying Innate Behavior Patterns." Symposia of the Society for Experimental Biology 4 (1950):221-269.

Lorenz, K. On Aggression. New York: Harcourt Brace Jovanovich, 1966.

Lustig, N., Dresser, J.W., Spellman, S.W., and Murray, T.B. "Incest: A Family Group Survival Pattern." Archives of General Psychiatry 14, no. 1 (1966):31-40.

MacMurray, V.D. "The Effect and Nature of Alcohol Abuse in Cases of Child Neglect." Victimology: An International Journal 4 (1979).

Marion, M. "Primary Prevention of Child Abuse: The Role of the Family Life Educator." Family Relations: Journal of Applied Family and Child Services 31 (October 1982):575-582.

Maurer, A. "Physical Punishment of Children." Paper presented at California State Psychological Convention, Anaheim, California, 1976.

Mayer, J., and Black, R. "Child Abuse and Neglect in Families With an Alcohol or Opiate Addicted Parent." Child Abuse and Neglect 1 (1977):85-98.

McCulloch, B. Claire, Zaremba, Barbara, and Rich, William. "The Role of the Juvenile Justice System in the Link Between Learning Disabilities and Delinquency." State Court Journal 3 (1979).

Mednick, Sanoff, and Volavka, Jan. "Biology and Crime." In Crime and Justice: An Annual Review of Research, edited by Norval Morris and Michael Tonry, 85-159. Chicago: University of Chicago Press, 1980.

Merrill, E.J. "Physical Abuse of Children: An Agency Study." In Protecting the Battered Child, edited by V. de Francis. Denver: American Humane Association, 1962.

Merton, R. "Social Structure & Anomie." In The Family: Its Functions and Destiny, edited by R. Anshen. New York: Harper & Row, 1949.

Monroe, R.R. Brain Dysfunction in Aggressive Criminals. Lexington: D.C. Heath, 1978.

Mrazek, P. Beezley. "The Nature of Incest: A Review of Contributing Factors." In Sexually Abused Children and Their Families, edited by Patricia Beezley and C. Henry Kempe. New York: Pergamon Press, 1981.

Murray, C. The Link Between Learning Disabilities and Juvenile Delinquency. Washington, D.C.: U.S. Government Printing Office, 1976.

National Center on Child Abuse and Neglect. Child Sexual Abuse: Incest, Assault, and Sexual Exploitation. A Special Report, 1978.

National Center on Child Abuse and Neglect, American Humane Association, and Denver Research Institute. National Analysis of Official Child Neglect and Abuse Reporting, 1978.

National Center for Health Statistics. Monthly Vital Statistics no. 6, supplement no. 2 (1980).

National Committee for Prevention of Child Abuse. 1982 Annual Report. Chicago: National Committee for Prevention of Child Abuse, 1982.

O'Connor, J.F. "Southern Subculture of Violence Thesis and Patterns of Gun Ownership." Social Problems no. 4, 1978.

Ogden, H.G. "Violence as a Public Health Issue." Public Relations Review 8, no. 1 (Spring 1982).

Pagelow, M.D. "Child Abuse and Delinquency: Are There Connections Between Childhood Violence and Later Criminal Behavior?" Paper prepared for presentation at the 10th World Congress of the International Sociological Association, Mexico City, Mexico, 1982.

_____. "The Cycle of Violence in Families: Fact or Fiction?" Paper prepared for presentation at the 10th World Congress of the International Sociological Association, Mexico City, Mexico, 1982.

Parental Stress Center, Inc. 1982 Annual Report. Pittsburgh, 1982.

Patterson, G.R., Littman, R.A., and Bricker, W. "Assertive Behavior in Children: A Step Toward a Theory of Aggression." Monographs of the Society for Research in Child Development, 1967.

Pelton, L., ed. The Social Context of Child Abuse and Neglect. New York: Human Sciences Press, 1981.

Pelton, L.H. "Child Abuse and Neglect: The Myth of Classlessness." In The Social Context of Child Abuse and Neglect, edited by H. Pelton, 23-38. New York: Human Sciences Press, 1981.

Pittman, D.J., and Handy, W. "Patterns in Criminal Aggravated Assault." Journal of Criminal Law, Criminology and Police Science 55 (1964):462-470.

Poland, J.M. "Subculture of Violence--Youth Offender Value Systems." Criminal Justice and Behavior 5, no. 2 (1978).

Polansky, N., Chambers, M.A., Bittenwieser, E., and Williams, D.P. Damaged Parents. Chicago: University of Chicago Press, 1981.

Polansky, N.A., Hally, C. and Polansky, N. Profile of Neglect: A Survey of the State of Knowledge of Child Neglect. United States Department of Health, Education and Welfare, Social and Rehabilitation Service, Community Services Administration, 1975.

Rada, R.T., Laws, D.R., and Kellner, R. "Plasma Testosterone Levels in the Rapist." Psychosomatic Medicine 38 (1976):257-268.

Rank, O. Well Therapy: Truth & Reality. New York: Knopf, 1945.

Reiner, B.S., and Kaufman, I. Character Disorders in Parents of Delinquents. New York: Family Service Association of America, 1959.

Rist, K. "Incest: Theoretical and Clinical Views." American Journal of Orthopsychiatry 49, no. 4 (1979):630-691.

Robin, R.D., Sarles, R.B., Kenney, T.J., Reynolds, B.J., and Heald, F.P. "Adolescents Who Attempt Suicide." Journal of Pediatrics 90 (1977):636-638.

Schauss, A. Diet, Crime and Delinquency. Berkeley: Parker House, 1980.

Schauss, A., and Simonsen, C. "A Critical Analysis of the Diets of Chronic Juvenile Offenders, Part 1." Journal of Orthomolecular Psychiatry 8 (1979): 149-157.

Schultz, Leroy. "Child Sexual Abuse in Perspective." In Social Work and Child Sexual Abuse, edited by John R. Conte. New York: Haworth Press, 1982.

Shah, Saleem, and Roth, Loren. "Biological and Psychophysiological Factors in Criminality." In Handbook of Criminology, edited by Daniel Glazer, 125-140. Chicago: Rand McNally, 1974.

Sheldon, William. Varieties of Delinquent Youth. New York: Harper & Bros., 1949.

Siegel, L.J. Criminology. St. Paul: West Publishing Company, 1983.

Silver, L.B., Dublin, C.C., and Lourie, R.S. "Does Violence Breed Violence? Contributions From a Study of the Child Abuse Syndrome." American Journal of Psychiatry 126 (1969):404-407.

Simons, B., et al. "Child Abuse: Epidemiologic Study of Medically Reported Cases." New York State Journal of Medicine 5 (November 1966):2783-2788.

Smith, Selwyn. "An Overview of the Battered Child Syndrome," Australian Journal of Forensic Sciences 12 (December 1979-March 1980).

Spinetta, J., and Rigler, D. "The Child Abusing Parent: A Psychological Review." Psychological Bulletin 77 (April 1972):296-304.

Steele, B.F. "Violence Within the Family." In Child Abuse and Neglect: The Family and the Community, edited by Ray E. Helfer and C. Henry Kempe. Cambridge: Ballinger Publishing Company, 1976.

Steele, B., and Pollock, C. "A Psychiatric Study of Parents Who Abuse Infants and Small Children." In The Battered Child, edited by Ray Helfer and C. Henry Kempe. Chicago: University of Chicago Press, 1968.

Steinmetz, S. The Cycle of Violence: Asseative, Aggressive and Abusive Family Interaction. New York: Praeger Publishers, 1971.

Straus, M.A., Gelles, R.J., and Steinmetz, Suzanne. Behind Closed Doors: Violence in the American Family. Garden City: Anchor Press, 1980.

Sullivan, H.S. Interpersonal Theory of Psychiatry. New York: Norton, 1953.

Swanson, D.W. "Alcohol Abuse in a Population of Indian Children." Diseases of the Nervous System 32 (December 1971):835-842.

Toch, H. Violent Men: An Inquiry into the Psychology of Violence. Chicago: Aldine, 1969.

Torrence, Paul E. Understanding the Fourth Grade Slump in Creative Thinking - Final Report. Athens: Georgia University Press, 1967.

U.S. Department of Education, National Institute of Education. Violent Schools - Safe Schools: The Safe School Study Reports to Congress, vol. 1. Washington, DC: U.S. Government Printing Office, 1978.

U.S. Department of Health and Human Services. Better Health for Our Children: A National Strategy, Volume 3. A Statistical Profile. Washington, D.C.: U.S. Government Printing Office, 1981.

U.S. Department of Justice. School Crime: The Problem and Some Attempted Solutions. Washington, D.C.: U.S. Government Printing Office, 1979.

U.S. Department of Justice, Bureau of Justice Statistics. Criminal Victimization in the United States, 1980. Washington, D.C.: U.S. Government Printing Office, 1982.

U.S. Department of Justice, Bureau of Justice Statistics. Criminal Victimization in the U.S. - A Comparison of the 1975 and 1976 Findings. Washington, D.C.: U.S. Government Printing Office, 1977.

U.S. Department of Justice, Bureau of Justice Statistics. Criminal Victimization in the United States, Summary Findings of 1978-79 Changes in Crime and of Trends Since 1973. Washington, D.C.: U.S. Government Printing Office, 1982.

U.S. Department of Justice, Bureau of Justice Statistics. Sourcebook of Criminal Justice Statistics--1982, edited by Timothy J. Flanagan and Maureen McLeod. Washington, D.C.: U.S. Government Printing Office, 1983.

U.S. Department of Justice, Federal Bureau of Investigation. Uniform Crime Reports, 1960. Washington, D.C.: U.S. Government Printing Office, 1961.

U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. "National School Resource Network, Washington, D.C." The FBI Crime Resistance Program Technical Assistance Bulletin 24. Washington, D.C., 1980.

U.S. Department of Justice, Federal Bureau of Investigation. Uniform Crime Reports, 1982: Crime in the United States. Washington, D.C.: U.S. Government Printing Office, 1983.

U.S. Senate Subcommittee on Juvenile Justice Hearing July 22, 1982. Problems of Runaway Youth. Washington, D.C.: U.S. Government Printing Office, 1983.

Watts, Deborah L., and Courtois, Christine A. "Trends in Treatment of Men Who Commit Violence Against Women." Personnel and Guidance Journal 60 (December 1981):245-249.

Wenk, E., and Harlow, M. School Crime and Disruption. Davis: Responsible Action, 1978.

White, J., and Fallis, A. School Vandalism: Problems and Responses. Ontario: Ontario Institute for Studies in Education, 1979.

Williams, D. "Neural Factors Related to Habitual Aggression - Consideration of Differences between Habitual Aggressiveness and Others Who Have Committed Crime of Violence." Brain 92 (1969):503-520.

Williams, F.E. "Rediscovering the Fourth-Grade Slump in a Study of Children's Self-Concept." Journal of Creative Behavior 10, 1st Quarter (1976):15-28.

Williams, R.B., and Venturini, J.L. School Vandalism: Cause and Cure. Saratoga: Century Twenty One Publishing, 1981.

Wilson, E.O. Sociobiology. Cambridge: Harvard University Press, 1975.

Wolfgang, Marvin. "Cesare Lombroso." In Pioneers in Criminology, edited by Hermann Mannheim. Montclair: Patterson Smith, 1970.

Wolfgang, M.E. Patterns in Criminal Homicide. New York: John Wiley, 1958.

Wolfgang, M.E., and Ferracuti, F. The Subculture of Violence. Beverly Hills: Sage Publications, Inc., 1967.

Young, L. Wednesday Child: A Study of Child Neglect and Abuse. New York: McGraw Hill, 1964.

Zayed, Z.A., Lewis, S.A., and Britain, R.P. "An Encephalographic and Psychiatric Study of 32 Insane Murderers." British Journal of Psychiatry 115 (1969):1115-1124.

Zigler, E. "Controlling Child Abuse: Do We Have the Knowledge And/Or the Will?" In Child Abuse: An Agenda for Action, edited by George Gerbner, Catherine J. Ross, and Edward Zigler. New York: Oxford University Press, 1980.

APPENDIX

THEORETICAL PERSPECTIVES ON VIOLENCE - A SEARCH FOR ANTECEDENTS

The literature on violence and its causes is as rich and broad in scope as the heritage of positivistic inquiry itself. In fact, discussions of violence go beyond the positivist's tenet of cause and effect; they delve into very fundamental debates over free will versus determinism, and even over faith versus pragmatism.

Prior to the beginning of man's scientific search for causes, violent behavior on the part of an individual was regarded as natural and innate. Attending to the "causes" of violent, aggressive behavior would have been considered presumptuous prior to the 18th century. Even after medical science became an accepted means for finding causes and thus cures for disease, violence as a behavioral manifestation continued to be viewed as a natural aberration and, therefore, incurable. While scientific advances in biology, physiology, and other areas continued to be made, pushing medical science further away from naturalistic or religious explanations of disease, man's view of individual violence took a brief, but different turn. No longer considered an act predetermined by fate, violent behavior was now explained in terms of free will; the individual "chose" to behave violently. From this perspective, attempts to eliminate the causes of violence were irrational; to control behavior one had to isolate individuals and in extreme cases put them to death.

It was not until the publication of Darwin's Origin of Species in 1859 that the scientific examination of man's origin and behavior began in earnest. The work of the 19th century Italian physician, Cesare Lombroso, is often mentioned as signaling the marriage of thought between science and criminal behavior. Lombroso studied the cadavers of executed criminals in an effort to determine scientifically whether law violators were physically different from people who behaved conventionally. Lombroso's work is heralded less for its scientific rigor and methodology than for its importance in ushering in a positivistic, empirically based era marked by a search for the biological causes of crime (Wolfgang, 1970). Simultaneously, researchers such as Henry Maudsley (1835-1918) began addressing the genetic bases of insanity in an effort to acquire a scientific understanding of abnormal human behavior.

Although causal analysis and theory development are instrumental in modern efforts to understand and prevent violent behavior, remnants of the free will perspective persist. For example, the use of punitive sanctions as responses to violent criminal acts suggests a continued retributive belief in individual responsibility. Rehabilitative efforts aimed at removing the "causes" of violent

behavior must, therefore, coexist with society's desire to punish wrongs. The effort to integrate these distinctly different views has probably retarded real progress in preventing violence.

As mentioned earlier, the study of violence seems to embody nearly all of the behavioral and social perspectives that grew out of the positivist tradition. The literature on violence spans the disciplines of biology, physiology, chemistry, psychology, sociology, criminology, anthropology, and political science. Emphasis among these disciplines ranges from a focus on the anatomical state of the individual on the one hand, to an analysis of cultural and geopolitical conditions on the other. The common thread is the attempt to understand the emergence of violent, aggressive tendencies among humans and nations alike.

Here we present an overview of some of the major theories on violence and aggression. Since our focus has been on violence against children, we emphasize theoretical perspectives directly applicable to interpersonal violence involving children.

BIOLOGICAL THEORIES

Lombroso's pioneering work on isolating physical determinants unique to criminal types represents one of the early studies associated with a biological approach to understanding violent behavior. Other earlier works falling within this perspective include heredity studies and bodytype (or somatotype) theories. The most famous of the early hereditary studies are those of Dugdale (1910) and Estabrook (1915), who attempted to locate information on the descendants of the Jukes family, a family supposedly responsible for a disproportionate amount of crime and violence. Dugdale located 1,000 descendants of Ada Jukes and found that they included 280 paupers, 60 thieves, 7 murderers, 140 criminals, 40 persons with venereal disease, 50 prostitutes, and other assorted deviants. This led Dugdale to conclude that heredity has a major influence on deviant behaviors.

The body type, or somatotype, school argues that violent persons manifest distinct physiques that make them susceptible to particular types of behavior. Sheldon's (1949) work on morphology resulted in his description of three basic body types. Mesomorphs have well-developed muscles and an athletic appearance. They are active, aggressive, and prone to violence. Endomorphs have heavy builds, are slow moving, and known for lethargic behavior. Ectomorphs are tall and thin, less social, and more intellectual than other types.

Studies linking violent aggressive behavior to biological factors have gained considerable ground during the last 20 years. Three major perspectives within the broader category of biological theories are briefly discussed.

Biochemical Factors

Biologists have observed that vitamin and mineral deficiencies/dependencies manifest many physical, mental, and behavioral problems. Hippchen notes a relationship between antisocial behavior and insufficient quantities of vitamins B³, B⁴, and C (Hippchen, 1978). Moreover, he points out that medical research has identified vitamin B³ dependency as a major cause of hyperactivity among youth.

The relationship between diet and aggression has been the subject of a number of studies. Alexander Schauss, for example, matched a sample of chronic delinquent youth with a control group of nondelinquents and compared their diets. Interestingly, the most significant factor separating the two groups was their milk consumption: delinquents drank significantly more milk than their nondelinquent counterparts (Schauss and Simonsen, 1979).

A number of research studies have begun to link hypoglycemia (low blood sugar) to outbursts of antisocial behavior and violence (Siegel, 1983). Research also strongly relates the levels of testosterone, a male steroid hormone, to aggressiveness. Kreuz and Rose (1972) found in a sample of inmates that testosterone levels were higher in men who committed violent crimes than in other prisoners, although results of comparisons with a noncriminal control group were not significant. In a similar study, Rada et al. (1976) classified child molesters and rapists and described the correlation of violence to testosterone levels.

An additional biochemical area of interest is the effect of cerebral allergies and neuroallergies on the brain's functioning and concomitant behavioral problems (Hippchen, 1978).

Finally, serious attention is currently being focused on the behavioral effects of environmental contaminants. Increasing amounts of lead, copper, cadmium, mercury, and inorganic gases such as chlorine and nitrogen dioxide have been found in our environment. At high levels these substances can cause severe illness or death; at more moderate levels, they have been linked to emotional and behavioral disorders (Schauss, 1980).

Neurophysiological Stress

Another biological perspective of particular interest to students of violent behavior is neurophysiology, or the study of brain activity. Hippchen suggests that several abnormal behavior patterns are being discussed as Minimal Brain Dysfunction (MBD) manifestations. Related to an abnormality in cerebral structure, MBD has been linked to episodic periods of explosive rage (Monroe, 1978). This form of the disorder is considered an important cause of such behaviors as wife beating, child abuse, suicide, motiveless homicide, and aggression.

One perplexing feature of this syndrome is that those afflicted often maintain warm and pleasant personalities between episodes of violence (Robin et al., 1977).

Numerous studies have attempted to locate electroencephalogram (EEG) abnormalities among violent individuals. Williams (1969), for example, randomly selected a group of 335 violent delinquents and divided them into those who were habitually violent and those who had committed a single violent act. While 65 percent of the habitually aggressive had abnormal EEG recordings, only 24 percent of the second group had recordings that deviated from the norm.

Studies of adults have also associated slow and bilateral brain waves with hostile, hypercritical, irritable, nonconforming, and impulsive behavior (Zayed et al., 1969).

Genetic Influences

Early biological studies of violent behavior stressed heredity and genetic bases for abnormalities. The study of inherited traits for violence reached popular prominence during the 1960's when the XYY syndrome was discovered. It was suggested that males who possessed an extra Y chromosome (47, XYY, or Klinefelters' Syndrome) instead of the normal 46, XY had a disproportionate inclination to commit crimes of violence (Shah and Roth, 1974). The XYY syndrome received a great deal of publicity when Richard Speck, the convicted killer of eight Chicago nurses, was erroneously reported to possess the XYY chromosome configuration.

Using a somewhat different approach, Mednick and Volavka (198) attempted to isolate genetic predisposition to violence by analyzing twins. They compared identical, monozygotic (MZ) twins with fraternal, dizygotic (DZ) twins of the same sex. MZ twins are genetically identical, while DZ twins have only half their genes in common. The researchers hypothesized that MZ twins would engage in more similar antisocial activities than DZ twins. In a series of studies be-

tween 1929 and 1961, Mednick and Volavka found that, overall, 60 percent of MZ twins shared criminal and aggressive behavior patterns, while only 30 percent of DZ twins were similarly related.

We have provided only a sampling of some of the major biological perspectives relating to the etiology of violence. Students of violence generally criticize this perspective for its lack of acknowledgment of environmental influences. However, the so-called sociobiological perspective that emerged in the 1970's has drawn together environmental and biological factors in a potentially useful way. Sociobiologists tend to view the environment as a "triggering mechanism" for violent behavior among persons who may have a physical propensity toward aggression (Wilson, 1975).

ETHOLOGICAL THEORIES

Similarly, the biology of aggression is often associated with ethology, a branch of behavioral biology concerned with evolution and species-specific behavior, especially instinctive behavior. Ethologists view aggression as the way in which a species competes for scarce resources. The cornerstone of ethological theory is that aggression is instinctive and that, even when resources are abundant, some aggressive behavior remains spontaneous and inevitable.

The major exponent of the ethological view was Konrad Lorenz (1966). Lorenz believed that humans inherit innate aggressive motivation. Moreover, he speculated that there is a continuous buildup or rhythmic accumulation of this motivation that must be released by aggression.

By developing weapons, humans have greatly expanded the options for demonstrative aggression. Initially, the human motivation for aggression was constrained by cultural and innate aggression-releasing rituals and by social instincts and inhibitions against aggression. Rapid cultural and technological evolution guaranteed, however, that the development and spread of weapons would outstrip the development of inhibiting influences or social conventions (Lorenz, 1950).

PSYCHOANALYTIC THEORIES

The psychoanalytic framework for understanding and explaining aggression begins, of course, with the works of Sigmund Freud. Freud defined aggression as a basic drive related to variations in the libido (sexual instincts) and to Eros and Thanatos (the life and death instincts) (Freud, 1949). A further contribution was his analysis of the ego and superego as agents that modify and control

the base instincts of the id, thus balancing these instincts so as to maintain socially acceptable behavior.

Disciples of Freud modified his thought in several ways. Dollard hypothesized frustration as the basis for aggression (Dollard et al., 1939). Adler (1927) believed aggression was based on a drive for power occasioned by the child's feelings of helplessness. Jung's (1983) theories held aggression to be the release of archtypical behavior from the collective unconscious. Rank (1945) saw aggression as the assertion of an independent will.

Explanations of aggression were put forward in works by Horner (1939), Sullivan (1953), Fromm (1973), and others. Fromm explored the links between culture and violence and distinguished between benign and malignant aggression. Benign aggression, he said, is innate and present in both the animal and human brains, whereas malignant, or destructive, aggression is a result of aggression-producing conditions that are found more frequently in the human than in the animal environment. Since it is innate, benign aggression is less subject to control than malignant aggression, which could be diminished by helping people learn how to cope with stressful conditions.

These psychoanalytic and neopsychoanalytic theories consider aggression to be inherent in man's nature. Although society's complex behavioral rules have tempered aggressive impulses, the impulses rest beneath the surface, manifesting themselves both in socially acceptable behaviors, such as striving for power, and in nonacceptable behaviors, such as assault. Psychoanalytic theories alone, however, do not appear to provide a complete explanation for violence, since they are primarily concerned with individual acts attributed to a narrow set of subconscious or unconscious catalysts.

LEARNING AND BEHAVIORAL THEORIES

Bandura (1969) is a major exponent of the social learning perspective. Although acknowledging that some measure of aggression may be the result of genetic makeup or hormonal balance, this theory holds that humans are not born with a repertoire of violent or aggressive behaviors. The techniques of aggression (such as gang fighting, military combat, and verbal insults) require the development of specialized skills. Animals have to rely on their natural weapons (claws, teeth, talons), but humans have developed tools that improve upon nature. Humans have learned, through experience and observation, to release aggression in increasingly destructive ways.

According to Bandura, aggression can be divided into that learned by observation and that learned by direct experience (trial and error). The social learning model distinguishes between the acquisition of potentially aggressive and violent behaviors and the influences that determine whether a person will engage in these behaviors. Familial influences, subcultural influences, and symbolic modeling (that seen or heard outside of the family and the subculture, such as television) are said to be three major influences on aggressive behavior (Bandura and Waters, 1959).

As an example of direct experiential learning--trial and error--Patterson, Littman, and Bricker (1967) observed that passive children who were frequently victimized could be turned into aggressors if their counteraggressive behaviors proved effective in deterring attacks. Similarly, passive children who were seldom maltreated and who therefore did not learn successful counteraggressive behaviors would remain passive. A Darwinian might see this as retaining the useful and abandoning the ineffective.

Social learning theory also provides possible explanations for how aggressive behaviors are instigated. For example, an individual who sees violence rewarded is more likely to engage in violent behaviors; so is a person who is subjected to physical or verbal abuse for an extended period of time, especially during the formative years. This latter phenomenon is especially relevant in our discussions since such an experience may cause a child to learn assaultive behaviors as a primary means of resolving conflicts, coping with stress, or dealing with other problems. Seeing parents, relatives, or peers engaging in aggressive behavior is one way in which such behavior is learned and reinforced. Other means of learning aggressive behavior include direct external reinforcement such as enhanced social status; observed or vicarious reinforcement, such as childhood observation of successful adult hostility (Bandura and Waters, 1959); and self-reinforcement, such as adolescent identification of aggressive behavior as a measure of status among peers (Bandura, Ross, and Ross, 1961).

These learning perspectives, like the psychoanalytic perspectives, do not fully address the phenomenon of aggression, at least not in the total environment. Although learning theory highlights the importance of the individual's observations and reinforced "feelings" in the genesis of aggressive behavior, it does not completely address the interactive role of specific environmental or societal factors on the learned behavior itself.

SOCIOLOGICAL THEORIES

Sociological theories deal with the effects of society and the social system on the individual's aggressive behavior. Society, from a sociological perspec-

tive, is typically defined in terms of a collective order in balance or in conflict. When the bonds holding the collective order in balance are disturbed or broken, violence may erupt. Durkheim (1964) for example, noted a rise in suicide when the financial markets collapsed in Vienna (1873-4) and on the Paris Bourse (1882). He theorized that an abrupt change of status or social position proved too great a strain on the individuals most affected. A major contribution in Durkheim's exploration of suicidal behavior is the concept of anomie, or normlessness. The anomic state results when a person feels cut off from the rest of society; increased antisocial behaviors are a frequent result. Merton (1949) defined five modes of adaptation available to individuals in response to pressures exerted by social structures; these modes range from states of normalcy to normlessness:

- Uniformity: an acceptance of society's goals and the means by which they are obtained.
- Innovation: acceptance of the goals, but not the means. Illegitimate means are usually substituted.
- Ritualism: rejection of the goals but acceptance of the means.
- Retreatism: rejection of both goals and means.
- Rebellion: rejection of both goals and means while substituting new goals and means.

Aggressive behaviors are particularly linked to innovation, retreatism, and rebellion. When the means of obtaining the goals of society are rejected, values are then substituted that reflect a "violence subculture" (Merton, 1949), in which violence and aggression are routinely used to solve a variety of everyday problems.

The precise variables that cause this to happen are uncertain, for sociological theories suffer from significant problems of exact definition and measurement of variables. Without a precise definition, theory testing often becomes difficult. Sociological theorists can speculate that the economic forces of capital create the conditions necessary for a subculture of violence, but they can rarely demonstrate empirical support for this speculation.

POLITICAL THEORY AND PEACE RESEARCH

The continuum of theories on the etiology of violence would not be complete without some mention of group or society-level conflict. This macro-level interpretation adds an interesting dimension to the present topic of interpersonal violence against children. International aggression has obvious implications for the physical welfare of children. What is more significant, however, is that the factors identified by peace researchers as contributing to or mitigating against

violence have direct applicability to the ways in which young persons learn to cope with conflict.

An authority in the area of peace research, John Galtung (1981), developed a typology based upon socially defined individual needs and rights coupled with the required or desired "goods" available from society. Galtung's typology provides a continuum of human needs ranging from basic survival to the need to have relations with others. The available goods include everything from food, water, and security to communication forums, education, courts, and jobs.

Galtung's premise is that the political and social dynamics of each society differentially shape one's awareness of or access to the desired and available goods. This perspective assumes that individual and societal goals will be formulated that are based on fundamental needs and socially instilled values. Individuals who are denied or unaware of their "rights" in a philosophical or legal sense may adopt violent means to reach the "goods" society offers.